INSPIRE
LEAD
ACHIEVE

2016-2019 Three Year Education Plan

and

2015-2016 Annual Education Results Report

hpsd.ca

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ABOUT US

High Prairie School Division, located in north-central Alberta, provides comprehensive educational programs and services to approximately 3200 students, kindergarten through to Grade 12. Its educational enterprise is carried out in 13 schools located in the communities of Falher, Donnelly, High Prairie, Joussard, Kinuso and Slave Lake. Approximately 550 full and part-time employees, including educational assistants, secretaries, librarians, janitors, maintenance personnel, bus drivers, mechanics, education specialists and Learning Support Centre administrators and personnel, directly supplement the endeavors of over 200 school-based teachers and administrators. Seven trustees elected by parents and taxpayers of the Division's four subdivisions provide governance and overall direction.

Vision Statement
We inspire, lead, and achieve to the highest level.

Mission
Through exemplary teaching, leadership, and collaborative partnerships, we prepare students to be socially responsible and to succeed locally and globally.

Core Values

- Learning: We create dynamic learning environments which challenge and support individuals to reach their full potential.
- Leadership: We believe that leadership empowers people to make extraordinary things happen for kids.
- Integrity: We believe in employing the highest ethical standards in every action we take.
- Efficacy: We believe we have the capacity to enable all students to achieve.
- Diversity: We understand, appreciate, and respect everyone's differences.
- Interdependence: We recognize and draw upon each other's individual and collective strengths to educate students.
- Courage: We have the tenacity, strength, and conviction to do what is right for student learning.

HIGH PRAIRIE SCHOOL DIVISION NO. 48
NORTHWEST TERRITORIES / TERRITOIRES DU NORD-OUEST
BRITISH COLUMBIA
COLOMBIE-BRITANNIQUE
SASKATCHEWAN
ALBERTA
LEGEND / LÉGENDE
Provincial capital / Capitale provinciale
Other populated places / Autres lieux habités
Trans-Canada Highway / La Transcanadienne
Major road / Route principale
International boundary / Frontière internationale
Provincial boundary / Limite provinciale
Scale / Échelle
75 0 75 150 225
km km
Assumption
High Level
John D'Or Prairie
Fort Chipewyan
Rainbow Lake
Fox Lake
Fort Vermilion
La Crete
Manning
Fort McMurray
Grimshaw
Peace River
Wabasca-Desmarais
Fairview
Spirit River
High Prairie
Lesser Slave L
Slave Lake
Grande Prairie
Valleyview
Swan Hills
Fox Creek
Lac La Biche
Cold Lake
Athabasca
Bonnyville
Barrhead
Westlock
St Paul
Grande Cache
Whitecourt
St Albert
Fort Saskatchewan
Edson
Vegreville
Vermilion
Hinton
Spruce Grove
Edmonton
Leduc
Lloydminster
Drayton Valley
Camrose
Jasper
Wetaskiwin
Wainwright
Ponoka
Rocky Mountain House
Red Deer
Lacombe
Stettler
Provost
Innisfail
Hanna
Drumheller
Canmore
Airdrie
Oyen
Brooks
Medicine Hat
Taber
Lethbridge
Milk River
Rocky Mountains
Montagnes Rocheuses
USA / É-U d'A
FALHER
DONNELLY
HIGH PRAIRIE
JOUSSARD
KINUSO
SLAVE LAKE

MESSAGE FROM THE BOARD OF TRUSTEES

The Board of Trustees of High Prairie School Division No. 48 is responsible for ensuring that quality education programs are provided for all students in our school system. It is our pleasure to present the 2016-2019 Combined 3 Year Education Plan and the 2015-2016 Annual Education Results Report.

We continue to use community engagement sessions, APORI survey data, student engagement sessions, Tell Them From Me survey data, and face-to-face interviews with students, staff, parents, and community stakeholders to give us some excellent perspectives on what we are doing well and what we can improve upon. The data from these information gathering strategies are then used to develop our three-year plan.

High Prairie School Division Board identified the following priorities:

1. Quality Learning
   - Improve literacy,
   - Improve numeracy,
   - Close the FNMI student achievement gap,
   - Acquire arts and culture programming in all schools,
   - Achieve inclusive learning environments for all students,
   - Meet the goals of LTPF (technology).

2. Quality Teaching and Leadership
   - Recruit, hire, and retain excellent teachers,
   - Secure growth opportunities for school staff members in keeping with best practices and ministerial orders and expectations,
   - Grow leadership.

3. Quality relationships and communications with community
   - Appoint a First Nations trustee,
   - Address community feedback in planning,
   - Promote HPSD to provincial and local politicians,
   - Advance HPSD voice at the local and provincial bargaining tables.

Significant gains in these priorities have been made as a result of the strategies put in place. HPSD will continue to monitor the progress.

On behalf of High Prairie School Division, we would like to extend my sincere appreciation to the students, staff, parents, and community members for working together in a cooperative manner. We have faced many challenges and are ready to address the future. With this plan, we renew our commitment to enhance the quality of educational programs and services to meet the needs of all students through the wise use of our resources.

MESSAGE FROM THE SUPERINTENDENT

Welcome to the High Prairie School Division No. 48 combined Three Year Education Report for the 2016-2019 school years and the Annual Education Results Report for 2015-2016 school year. Our "report card" to the public reflects the many successes we have enjoyed during the 2015-2016 school year. Those successes are reflected in our values, in our programs, in our schools, and in the daily decisions throughout our jurisdiction. We are proud of the dedication from our skilled and caring staff whose hard work continues to create opportunities for our students. The results of their efforts are reflected in this report, where we have met and surpassed our expectations in many areas. Each day, our students can count on the enthusiasm and commitment from our staff to guide them. We will continue to address opportunities for further growth and hold our focus on improved student achievement.

STATEMENT OF ACCOUNTABILITY

The Annual Education Results Report for the 2015-2016 school year and the Education Plan for the three years commencing September 1, 2016 for High Prairie School Division No. 48 was prepared under the direction of the Board in accordance with its responsibilities under the School Act and the Government Accountability Act.

This document was developed in the context of the provincial government's business and fiscal plans. The Board has used the results reported in the document, to the best of its abilities, to develop the Education Plan and is committed to implementing the strategies contained within the Education Plan to improve student learning and results.

The Board approved this combined Annual Education Results Report for the 2015-2016 school year and the three-year Education Plan for 2016–2019 on November 28, 2016.

Tammy Henkel, Chair

Laura Poloz, Superintendent

ORIGINAL SIGNED COPY IS HELD AT THE LEARNING SUPPORT CENTRE

BOARD OF TRUSTEES

The High Prairie School Division's Board of Trustees consists of seven elected officials from across the region. As the corporate body elected by the voters and the ratepayers that support the High Prairie School Division, the Board of Trustees is responsible for the development of goals and policies to guide the provision of educational services to students resident within the division, in keeping with the requirements of government legislation and the values of the electorate.

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EXECUTIVE COUNCIL

The High Prairie School Division's Executive Council is comprised of a Superintendent, Deputy Superintendent, and three Assistant Superintendents. Executive Council supports learners across the Division from the Learning Support Centre in High Prairie, Alberta. From this central location, the team is able to coordinate student services, curriculum strategies, and consistent communications to the Division's students, parents, staff, and stakeholders.

SUPERINTENDENT

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ACCOUNTABILITY PILLAR OVERALL AND FNMI SUMMARY

Measure Category	Measure Category Evaluation	Measure	High Prairie School Div No. 48			Alberta			Measure Evaluation		
			Current Result	Prev Year Result	Prev 3 Year Average	Current Result	Prev Year Result	Prev 3 Year Average	Achievement	Improvement	Overall
Safe and Caring Schools	Good	Safe and Caring	**86.4**	83.4	84.9	**89.5**	89.2	89.1	High	Improved	Good
Student Learning Opportunities	Good	Program of Studies	**82.6**	79.1	80.7	**81.9**	81.3	81.4	Very High	Improved	Excellent
		Education Quality	**86.6**	86.1	86.1	**90.1**	89.5	89.5	Intermediate	Maintained	Acceptable
		Drop Out Rate	**3.1**	4.6	4.4	**3.2**	3.5	3.5	High	Improved	Good
		High School Completion Rate (3 yr)	**64.2**	60.9	61.8	**76.5**	76.5	75.5	Intermediate	Maintained	Acceptable
Student Learning Achievement (Grades K-9)	Concern	PAT: Acceptable	**56.9**	66.8	66.9	**73.6**	72.9	73.4	Very Low	Declined Significantly	Concern
		PAT: Excellence	**7.9**	10.7	10.0	**19.4**	18.8	18.6	Very Low	Declined	Concern
Student Learning Achievement (Grades 10-12)	n/a	Diploma: Acceptable	**73.5**	75.8	78.1	**85.0**	85.2	85.1	Very Low	Declined	Concern
		Diploma: Excellence	**12.0**	10.6	11.5	**21.0**	21.0	20.5	Low	Maintained	Issue
		Diploma Exam Participation Rate (4+ Exams)	**29.0**	33.8	33.2	**54.6**	54.4	53.5	Very Low	Declined	Concern
		Rutherford Scholarship Eligibility Rate	**46.7**	n/a	n/a	**60.8**	n/a	n/a	n/a	n/a	n/a
Preparation for Lifelong Learning, World of Work, Citizenship	Good	Transition Rate (6 yr)	**50.8**	46.7	44.6	**59.4**	59.7	59.3	Intermediate	Improved	Good
		Work Preparation	**80.1**	78.4	76.7	**82.6**	82.0	81.1	High	Improved	Good
		Citizenship	**78.4**	75.1	76.8	**83.9**	83.5	83.4	High	Improved	Good
Parental Involvement	Excellent	Parental Involvement	**82.3**	82.9	81.4	**80.9**	80.7	80.5	Very High	Maintained	Excellent
Continuous Improvement	Good	School Improvement	**77.7**	76.0	78.9	**81.2**	79.6	80.0	High	Maintained	Good

Measure Category	Measure Category Evaluation	Measure	High Prairie School Div No. 48 (FNMI)			Alberta (FNMI)			Measure Evaluation		
			Current Result	Prev Year Result	Prev 3 Year Average	Current Result	Prev Year Result	Prev 3 Year Average	Achievement	Improvement	Overall
Safe and Caring Schools	n/a	Safe and Caring	**n/a**	n/a	n/a	**n/a**	n/a	n/a	n/a	n/a	n/a
Student Learning Opportunities	n/a	Program of Studies	**n/a**	n/a	n/a	**n/a**	n/a	n/a	n/a	n/a	n/a
		Education Quality	**n/a**	n/a	n/a	**n/a**	n/a	n/a	n/a	n/a	n/a
		Drop Out Rate	**5.1**	7.5	7.5	**6.1**	7.0	7.2	Intermediate	Improved	Good
		High School Completion Rate (3 yr)	**53.1**	43.4	43.5	**50.2**	47.7	46.4	Very Low	Improved	Issue
Student Learning Achievement (Grades K-9)	Concern	PAT: Acceptable	**38.2**	51.1	51.4	**52.4**	52.1	52.8	Very Low	Declined Significantly	Concern
		PAT: Excellence	**3.0**	4.1	4.4	**6.3**	6.5	6.2	Very Low	Maintained	Concern
Student Learning Achievement (Grades 10-12)	n/a	Diploma: Acceptable	**59.2**	68.5	68.7	**78.2**	78.3	77.3	Very Low	Declined	Concern
		Diploma: Excellence	**6.5**	2.8	5.0	**10.0**	9.5	9.4	Very Low	Maintained	Concern
		Diploma Exam Participation Rate (4+ Exams)	**11.2**	15.6	14.5	**20.7**	21.0	20.4	Very Low	Maintained	Concern
		Rutherford Scholarship Eligibility Rate	**25.4**	n/a	n/a	**31.9**	n/a	n/a	n/a	n/a	n/a
Preparation for Lifelong Learning, World of Work, Citizenship	n/a	Transition Rate (6 yr)	**32.6**	32.8	29.4	**33.5**	33.0	33.3	Very Low	Maintained	Concern
		Work Preparation	**n/a**	n/a	n/a	**n/a**	n/a	n/a	n/a	n/a	n/a
		Citizenship	**n/a**	n/a	n/a	**n/a**	n/a	n/a	n/a	n/a	n/a
Parental Involvement	n/a	Parental Involvement	**n/a**	n/a	n/a	**n/a**	n/a	n/a	n/a	n/a	n/a
Continuous Improvement	n/a	School Improvement	**n/a**	n/a	n/a	**n/a**	n/a	n/a	n/a	n/a	n/a

Notes:

1. Results have been adjusted to reflect the change from previous data source systems to Provincial Approach to Student Information (PASI).
2. Due to the change from previous data source systems to Provincial Approach to Student Information (PASI), historical Rutherford Scholarship Eligibility Rate results are not available.
3. Aggregated PAT results are based upon a weighted average of percent meeting standards (Acceptable, Excellence). The weights are the number of students enrolled in each course. Courses included: English Language Arts (Grades 6, 9, 9 KAE), Français (Grades 6, 9), French Language Arts (Grades 6, 9), Mathematics (6, 9, 9 KAE), Science (Grades 6, 9, 9 KAE), Social Studies (Grades 6, 9, 9 KAE).
4. Aggregated Diploma results are a weighted average of percent meeting standards (Acceptable, Excellence) on Diploma Examinations. The weights are the number of students writing the Diploma Examination for each course. Courses included: English Language Arts 30-1, English Language Arts 30-2, French Language Arts 30-1, Français 30-1, Chemistry 30, Physics 30, Biology 30, Science 30, Social Studies 30-1, Social Studies 30-2.
5. Overall evaluations can only be calculated if both improvement and achievement evaluations are available.
6. Results for the ACOL measures are available in the detailed report: see "ACOL Measures" in the Table of Contents.
7. Participation in Provincial Achievement Tests was impacted by the flooding in June 2013 (Grade 9 only) and by the fires in May to June 2016. Caution should be used when interpreting trends over time for the province and those school authorities affected by these events.
8. Participation in Diploma Examinations was impacted by the flooding in June 2013 and by the fires in May to June 2016. Caution should be used when interpreting trends over time for the province and those school authorities affected by these events.
9. Survey results for the province and school authorities were impacted by the changes in the number of students responding to the survey through the introduction of the OurSCHOOL/TTFM (Tell Them From Me) survey in 2014.
10. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (*).

MEASURE EVALUATION REFERENCE

Achievement Evaluation

Achievement evaluation is based upon a comparison of Current Year data to a set of standards which remain consistent over time. The Standards are calculated by taking the 3 year average of baseline data for each measure across all school jurisdictions and calculating the 5th, 25th, 75th and 95th percentiles. Once calculated, these standards remain in place from year to year to allow for consistent planning and evaluation.

The table below shows the range of values defining the 5 achievement evaluation levels for each measure.

Measure	Very Low	Low	Intermediate	High	Very High
Safe and Caring	0.00 - 77.62	77.62 - 81.05	81.05 - 84.50	84.50 - 88.03	88.03 - 100.00
Program of Studies	0.00 - 66.31	66.31 - 72.65	72.65 - 78.43	78.43 - 81.59	81.59 - 100.00
Education Quality	0.00 - 80.94	80.94 - 84.23	84.23 - 87.23	87.23 - 89.60	89.60 - 100.00
Drop Out Rate	100.00 - 9.40	9.40 - 6.90	6.90 - 4.27	4.27 - 2.79	2.79 - 0.00
High School Completion Rate (3 yr)	0.00 - 57.03	57.03 - 62.36	62.36 - 73.88	73.88 - 81.79	81.79 - 100.00
PAT: Acceptable	0.00 - 66.07	66.07 - 70.32	70.32 - 79.81	79.81 - 84.64	84.64 - 100.00
PAT: Excellence	0.00 - 9.97	9.97 - 13.44	13.44 - 19.56	19.56 - 25.83	25.83 - 100.00
Diploma: Acceptable	0.00 - 73.77	73.77 - 80.97	80.97 - 86.66	86.66 - 90.29	90.29 - 100.00
Diploma: Excellence	0.00 - 7.14	7.14 - 13.15	13.15 - 19.74	19.74 - 24.05	24.05 - 100.00
Diploma Exam Participation Rate (4+ Exams)	0.00 - 31.10	31.10 - 44.11	44.11 - 55.78	55.78 - 65.99	65.99 - 100.00
Transition Rate (6 yr)	0.00 - 39.80	39.80 - 46.94	46.94 - 56.15	56.15 - 68.34	68.34 - 100.00
Work Preparation	0.00 - 66.92	66.92 - 72.78	72.78 - 77.78	77.78 - 86.13	86.13 - 100.00
Citizenship	0.00 - 66.30	66.30 - 71.63	71.63 - 77.50	77.50 - 81.08	81.08 - 100.00
Parental Involvement	0.00 - 70.76	70.76 - 74.58	74.58 - 78.50	78.50 - 82.30	82.30 - 100.00
School Improvement	0.00 - 65.25	65.25 - 70.85	70.85 - 76.28	76.28 - 80.41	80.41 - 100.00

Notes:

1. For all measures except Drop Out Rate: The range of values at each evaluation level is interpreted as greater than or equal to the lower value, and less than the higher value. For the Very High evaluation level, values range from greater than or equal to the lower value to 100%.
2. Drop Out Rate measure: As "Drop Out Rate" is inverse to most measures (i.e. lower values are "better"), the range of values at each evaluation level is interpreted as greater than the lower value and less than or equal to the higher value. For the Very High evaluation level, values range from 0% to less than or equal to the higher value.

Improvement Table

For each jurisdiction, improvement evaluation consists of comparing the Current Year result for each measure with the previous three-year average. A chi-square statistical test is used to determine the significance of the improvement. This test takes into account the size of the jurisdiction in the calculation to make improvement evaluation fair across jurisdictions of different sizes.

The table below shows the definition of the 5 improvement evaluation levels based upon the chi-square result.

Evaluation Category	Chi-Square Range
Declined Significantly	3.84 + (current < previous 3-year average)
Declined	1.00 - 3.83 (current < previous 3-year average)
Maintained	less than 1.00
Improved	1.00 - 3.83 (current > previous 3-year average)
Improved Significantly	3.84 + (current > previous 3-year average)

Overall Evaluation Table

The overall evaluation combines the Achievement Evaluation and the Improvement Evaluation. The table below illustrates how the Achievement and Improvement evaluations are combined to get the overall evaluation.

Improvement	Very High	High	Intermediate	Low	Very Low
Improved Significantly	Excellent	Good	Good	Good	Acceptable
Improved	Excellent	Good	Good	Acceptable	Issue
Maintained	Excellent	Good	Acceptable	Issue	Concern
Declined	Good	Acceptable	Issue	Issue	Concern
Declined Significantly	Acceptable	Issue	Issue	Concern	Concern

Category Evaluation

The category evaluation is an average of the Overall Evaluation of the measures that make up the category. For the purpose of the calculation, consider an Overall Evaluation of Excellent to be 2, Good to be 1, Acceptable to be 0, Issue to be -1, and Concern to be -2. The simple average (mean) of these values rounded to the nearest integer produces the Category Evaluation value. This is converted back to a colour using the same scale above (e.g. 2=Excellent, 1=Good, 0=Intermediate, -1=Issue, -2=Concern).

OUTCOME ONE: ALBERTA'S STUDENTS ARE SUCCESSFUL

Performance Measure	Results (in percentages)					Target	Evaluation			Targets		
	2012	2013	2014	2015	2016	2016	Achievement	Improvement	Overall	2017	2018	2019
Overall percentage of students in Grades 6 and 9 who achieved the acceptable standard on Provincial Achievement Tests (overall cohort results).	59.5	66.1	67.7	66.8	56.9	68	Very Low	Declined Significantly	Concern	66	67	68
Overall percentage of students in Grades 6 and 9 who achieved the standard of excellence on Provincial Achievement Tests (overall cohort results).	10.2	8.6	10.8	10.7	7.9	12	Very Low	Declined	Concern	9	10	12

Comment on Results

At each school and through our PLCs, CAP and leadership-work HPSD has analyzed the Grade 6 and 9 PAT results, worked with planning, and scrutinized assessment practices. Our focus on literacy, numeracy, and excellent teaching practices along with our observance to inclusive education will improve these results.

Strategies

Literacy

A key component of inclusion and quality instruction is quality literacy instruction. To develop a jurisdictional approach to literacy improvement, HPSD inaugurated its Literacy Project and, via a seconded Literacy Lead research position, the jurisdiction completed a detailed analysis of the literacy understandings and practices in its schools. Specific recommendations emanating from that research were adopted by system and school-based administrators at the end of the 2014-15 school year, for implementation commencing in the current year. The goal of the HPSD Literacy Project was and is now to improve literacy outcomes for all students in all grades and in all curricula. Much of the content of CAP VP and CAP LST workshops will center on literacy development in all HPSD schools.

The goal of the HPSD Literacy Project is to improve literacy outcomes for all students in all grades and in all curricula. The divisional Literacy Lead is facilitating the Divisional Literacy Committee which consists of a representative member of each school's school based literacy committee. The Literacy Lead is also assisting to identify and implement standardized benchmark assessments across our division in October 2016 and March 2017. HPSD is currently using Fountas and Pinnell (F&P) for Grades 1 to 6 and the Ontario Comprehension Assessment (OCA) for Grades 7 to 12 as the standardized benchmark tool. The Literacy Lead is working with each school to explore, develop, and implement appropriate literacy strategies to engage students at all levels.

Tri-divisional Transition Project

In the High Prairie area, the Tri-Jurisdiction Partnership, involving High Prairie School Division, Holy Family Catholic Regional Division, and Northland School Division is working toward developing a coordinated approach to transitioning students, many of whom are First Nations and Métis, between the three jurisdictions. Three transitions strategies were adopted in late 2015-16 and will be implemented in 2016-17. One of these strategies includes HPSD's Literacy Lead collaborating with Literacy Leads from the other two divisions in the development, delivery, and assessment of writing prompts.

Numeracy

The District Principal of Accountability is currently working with Grade 6 PLCs in order to start addressing the division's results, specifically in Mathematics. Review of pedagogy, assessment, and the new math curriculum has started.

The Supervisor of Instruction is also doing a complete review of Math resources, teaching strategies, and assessment practices in Mathematics. Research into an assessment tool has also begun.

Full Time Kindergarten

HPSD advocated and supported full-time kindergarten programs in each elementary school to accommodate parents' desire for quality full day programming. Programming that is delivered in a play-based, developmentally appropriate manner remained a focus.

In recognition of the importance of the early years, the division continued to offer support to children and staff through our Student Services Team. Our ECS Inclusive Education Consultant is a Registered Psychologist. We also employ an Occupational Therapist and collaborate with our Northern Lakes Collaborative Services team to screen and provide support for children in the areas of mental health, occupational therapy and speech-language services. Children are screened in September and receive further assessment if warranted. Our team takes a capacity-building approach by supporting teachers and educational assistants to address children, as much as possible, within the context of the classroom.

In keeping with early identification, the division entered into an agreement with The Learning Bar to provide training to our kindergarten teachers to administer the Early Years Evaluation assessment (EYE). Professional development was provided to teachers to administer and interpret the EYE assessments as well as discuss appropriate intervention strategies. This screening tool was well received by teachers.

Performance Measure	Results (in percentages)					Target	Evaluation			Targets		
	2012	2013	2014	2015	2016	2016	Achievement	Improvement	Overall	2017	2018	2019
Overall percentage of students who achieved the acceptable standard on diploma examinations (overall results).	78	80.8	77.8	75.8	73.5	78	Very Low	Declined	Concern	79	80	81
Overall percentage of students who achieved the standard of excellence on diploma examinations (overall results).	9.9	12.1	11.8	10.6	12	11	Low	Maintained	Issue	12.5	13	14

Performance Measure	Results (in percentages)					Target	Evaluation			Targets		
	2011	2012	2013	2014	2015	2016	Achievement	Improvement	Overall	2017	2018	2019
High School Completion Rate - Percentage of students who completed high school within three years of entering Grade 10.	61.1	60.1	64.6	60.9	64.2	61	Intermediate	Maintained	Acceptable	66	70	74
Drop Out Rate - annual dropout rate of students aged 14 to 18	6.5	4.4	4	4.6	3.1	3.9	High	Improved	Good	2.7	2.5	2
High school to post-secondary transition rate of students within six years of entering Grade 10.	44.9	45.5	41.7	46.7	50.8	52	Intermediate	Improved	Good	52	55	58
Percentage of Grade 12 students eligible for a Rutherford Scholarship.	n/a	n/a	n/a	n/a	46.7	48	n/a	n/a	n/a			
Percentage of students writing four or more diploma exams within three years of entering Grade 10.	17.3	29.8	35.9	33.8	29	37	Very Low	Declined	Concern	30	33	37

Comment on Results

Our results in student success at the high school level has improved in the areas of Drop Out and Transitions. This is very encouraging since we have put a lot of effort in credit recovery, student engagement, and career coaching. That our completion rate within three years has maintained at an Intermediate level is not a worry for us and we feel a lot of our students require more than three years to complete high school and feel comfortable moving into post-secondary. This also has an impact on the number of students writing four or more exams in each year. We will continue to analyze exams to ensure excellent pedagogy, assessment practices, and adherence to the Program of Studies provides the best chance for students to demonstrate their abilities on the diploma exams.

Strategies

Career Coaching

HPSD continues to value the effectiveness of jurisdictionally funded and supervised Career Coaching as a viable and effective approach for continuation in all of its secondary and outreach schools. HPSD has maintained the number of school-based career coaches and implemented plans to increase students' career awareness, aiming for every student to explore and identify personal career aspirations. With this in mind, Career Coaches strive to expand their work with our junior high students in raising awareness about careers. By way of example, the Divisional Grade 8 Careers Café, organized with local and visiting employers, trades people, and other professionals, was piloted in Slave Lake in 2015-16. This initiative will continue this academic year. As well, a pilot careers awareness program providing support for Grade 5 students was successfully piloted in E.G. Wahlstrom School in 2015-16 and will be implemented in all HPSD Grade 5 classrooms this year. The Career Coaches deliver this week-long program in collaboration with Grade 5 level teachers in support of the Health and Wellness Program of Studies.

Career Coaches are positioned to ensure high school completion plans and/or career transition plans are in place for each and every senior high student. Every grade 9 to grade 12 student has a documented personal high school completion and transition plan (developed on web-based "myBlueprint" software) that is reviewed with and monitored by the Career Coaches in conjunction with each respective student. Career Coaches are intended to support the academic counseling needs of students. In doing so, they will help to

provide a universal intervention which in turn will also support emotional counseling needs that many of our students present.

HPSD continued to support and coordinate campus tours, including FNMI specific campus tours, to the University of Alberta, Concordia College, Grant MacEwan University, Grande Prairie Regional College (including Fairview), Kings College, and NAIT. As well, schools invited high school alumni and business people as role models to speak in schools at career fairs and post-secondary information fairs. Considering the cost and balance of maximizing student attendance in regular studies at school, there will be a tighter targeting of campus tours, focusing more so on Grande Prairie Regional College, Grant MacEwan University, and NAIT this academic year. Career Coaches will however continue to promote transitions to other post-secondary institutions in Alberta and beyond.

Career Coaches have implemented procedures to encourage and promote student, parent, and teacher awareness of Rutherford Scholarship opportunities as a strategy to promote higher levels of student achievement and post-secondary transition. This will continue to be a priority this year.

In addition, HPSD continues to be a leading provider in Alberta for Dual Credit opportunities wherein students can simultaneously earn high school credit and college/university level accreditation (at no financial cost to the respective students). HPSD works in collaboration with Northern Lakes College, Lakeland College, and NAIT in face-to-face and online programs. This year, HPSD is seeking potential Dual Credit partnerships with other provincial and one British Columbian university to further support high functioning students who may be interested in attaining university transfer courses in the academic areas of English and Psychology. Further, HPSD is exploring ways of enhancing Registered Apprenticeship, Work Experience and other careers-based programs, including a new horticulture program in the High Prairie area. With these and other strategies in place in 2015-16, HPSD is pleased to note that the overall APORI results have improved in all three categories of Preparation for Lifelong Learning, World of Work, Citizenship and HPSD was evaluated as good in 2016 which is up from acceptable in 2015.

Transition into Post-Secondary

In the past few years, HPSD has been focusing on school-based counseling initiatives to promote student progress through partnerships with colleges such as: NLC, GPRC, SAIT, and NAIT. Schools will continue to expand opportunities for students to seek success in the Registered Apprenticeship Program as well as Dual Credit programming with Northern Lakes College, Lakeland College, Eveline Charles Academy and other post-secondary institutions. Our focus on career coaching has proven to be very much appreciated by students, staff and parents. Through this jurisdictionally coordinated program, HPSD is enhancing opportunities for our students to transition successfully into post-secondary education and the workplace.

Diploma Exam Preparation Courses

HPSD is committed to improving student success at all levels. To support secondary students in achieving greater success in their diploma examinations, HPSD will continue to offer its Diploma Exam Preparation program, which provides intensive course review for all Diploma Exam courses, with experienced and successful teachers. HPSD absorbs all costs.

For several years, the HPSD designed Diploma Exam Preparation program (DEP) has been provided to all interested students during weekends in nearing diploma exam dates. The DEP was modified in 2015-16 such that the program sessions were provided at the new HPSD Learning Support Centre in High Prairie on regular school days. This modification was viewed positively by participating students and organizers, in part, because many students have difficulty in availing themselves during weekends.

In spite of DEP, diploma exam (Acceptable) results declined by 2.3% in 2015-16 from 2014-15 results.

However, diploma exam (Excellence) results increased by 2.4%. Although DEP is provided as a Divisional support to students and teachers, it is realized the primary route to improved Diploma Exam results is situated in providing high quality instruction. HPSD is therefore determined to filter the details of its student programming, including DEP, through a lens on improving learning outcomes.

Performance Measure	Results (in percentages)					Target	Evaluation			Targets		
	2012	2013	2014	2015	2016	2016	Achievement	Improvement	Overall	2017	2018	2019
Percentage of teachers, parents and students who are satisfied that students model the characteristics of active citizenship.	75	79	76.3	75.1	78.4	77	High	Improved	Good	80	81	82
Percentage of teachers and parents who agree that students are taught attitudes and behaviours that will make them successful at work when they finish school.	68.5	76.6	75.2	78.4	80.1	81	High	Improved	Good	83	85	87

Comment on Results

We are confident that the strategies we have in place are affecting the measures in the area of citizenship and will continue to impact the parent's and teacher's opinion that the students are being taught attitudes and behaviours that will make them successful with work when they finish school.

Strategies

Citizenship

Supporting citizenship has been a targeted focus for HPSD with Character Education. In addition, our students in High Prairie (Grades 6 - 9) benefit from the support of our Capacity Building Project - HOSTS. The focus on universal supports to address mental health needs and the enhanced community partnerships has been a benefit in promoting citizenship to our students. As we move to a competency-based curriculum in Alberta, citizenship will figure into several of the recent provincially identified cross curricular competencies and will take on a renewed prominence in HPSD.

HPSD implemented the Welcoming, Caring, Respectful and Safe Learning Environments administrative procedure. This procedure guides the practice of all HPSD schools to respect diversity and foster a sense of belonging. In accordance with the Alberta Human Rights Act, the Division will endeavor to ensure all learners, regardless of race, religious belief, gender, gender identity, gender expression, physical disability, mental disability, family status, sexual orientation, or any other factor(s) have access to meaningful and relevant learning experiences that include appropriate instructional supports. Schools were required to have a character education program in place when the procedure was enacted during the 2015-2016 school year.

Raising awareness of bullying and the consequences of bullying continues to be addressed.

Student Government

The District Principal is working with every school to identify ways of enhancing Student Government. Presently schools have students meet to focus on student issues, school spirit, and community betterment.

Notes:

1. Survey results for the province and some school authorities were impacted by changes in the number of students responding to the survey through the introduction of the Tell THEM From ME survey tool in 2014.
2. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (*).

OUTCOME TWO: THE ACHIEVEMENT GAP BETWEEN FIRST NATIONS, MÉTIS, AND INUIT STUDENTS AND ALL OTHER STUDENTS IS ELIMINATED

Performance Measure	Results (in percentages)					Target	Evaluation			Targets		
	2012	2013	2014	2015	2016	2016	Achievement	Improvement	Overall	2017	2018	2019
Overall percentage of self-identified FNMI students in Grades 6 and 9 who achieved the acceptable standard on Provincial Achievement Tests (overall cohort results).	40.5	52.5	50.8	51.1	38.2	53	Very Low	Declined Significantly	Concern	53	60	67
Overall percentage of self-identified FNMI students in Grades 6 and 9 who achieved the standard of excellence on Provincial Achievement Tests (overall cohort results).	2.5	5.4	3.7	4.1	3	4.5	Very Low	Maintained	Concern	4.5	7.5	10
Overall percentage of self-identified FNMI students who achieved the acceptable standard on diploma examinations (overall results).	72	71.9	65.7	68.5	59.2	69	Very Low	Declined	Concern	69	70	74
Overall percentage of self-identified FNMI students who achieved the standard of excellence on diploma examinations (overall results).	6.8	5.8	6.4	2.8	6.5	3	Very Low	Maintained	Concern	7	7.5	8

Comment on Results

This category has declined across our division for all students. The District Principal is working with elementary and junior high schools to analyze results, review pedagogy and assessment practices. The work with PLCs in the area of Mathematics in particular is going to be beneficial to all our students.

Strategies

First Nations, Métis, and Inuit Student Success

HPSD recognizes that student success is complex and rooted in a multitude of factors. Further, HPSD has, for generations, endeavored to support its First Nations, Métis and Inuit learners with various well-intended and successful instructional initiatives. HPSD is determined to close the achievement gap that exists for any of its First Nations, Métis and Inuit students.

To that end, HPSD has embarked on a heightened Divisionally coordinated approach to supporting its First Nations, Métis, and Inuit students. This new approach is outlined in the HPSD FNMI Strategic Improvement Plan: Eliminating the Achievement Gap, available for viewing on the HPSD website. There are four pillars of the improvement plan:

- Community Engagement
- Culturally Responsive Schooling
- FNMI Curriculum Infusion
- Accountability and Reporting

HPSD has this year added a new First Nations, Métis, and Inuit Education Coordinator position which is responsible for achieving the outcomes by implementing the strategies identified in the improvement plan. To support the plan, the coordinator supervises five newly appointed Success Coaches who work on the same improvement plan strategies. The Success Coaches are situated in all HPSD schools and work directly with students and staff. They also work out of the schools and in First Nations, Métis, and Inuit communities with parents and community agencies. Their purpose, ultimately, is to support HPSD in striving to eliminate the achievement gap for our First Nations, Métis, and Inuit students now and for years to come.

Along with the First Nations, Métis, and Inuit Education Coordinator and the Success Coaches, other jurisdictional and school-based personnel are working to eliminate the achievement gap by keeping an ongoing focus on strategies to support First Nations, Métis, and Inuit students' learning successes. For example, with the help of the HPSD Wellness and Career Coaches, HPSD is once again implementing its community engagement initiative, which now includes the involvement of the new Success Coaches. Through this initiative, all of these coaches make community visits to First Nations and Métis communities in our region. On site and in the communities, the coaches meet with parents, elders, students and other community members to provide information and to listen to local concerns. In the High Prairie area, the Tri-Jurisdiction Partnership, involving High Prairie School Division, Holy Family Catholic Regional Division and Northland School Division is working toward developing a coordinated approach to transitioning students, many of whom are First Nations and Métis, between the three jurisdictions. Three detailed supporting transitions strategies were adopted in late 2015-16 and will be implemented in 2016-17:

- Literacy: Implementing common writing prompts in Grades 4 to 9 in support of standards setting,
- Students' Sense of Belonging: Providing extra-curricular programs, clubs, and activities to foster involvement,
- Traditional Land-Based-Learning: Organizing a culture camp for tri-jurisdiction students to develop understandings and relationships in support of successful school transitions.

As well, HPSD continues to channel efforts to improve First Nations, Métis, and Inuit student's learning via the HPSD CAP Framework. Through CAP, HPSD schools are developing a common conversation and deeper appreciation for implementing instructional strategies that support our students. The primary strategy of CAP is to help teachers and all school personnel to reflect upon their relationships with students and the strategies needed to engage them. Through CAP, the establishment of healthy student-teacher relationships is viewed as a basic and universal support to be built into each school's pyramid of interventions. As CAP continues to unfold in the next few years, focus on developing healthy learning relationships will continue to be supported.

Involvement of First Nations, Métis, and Inuit Parents

Continuing from the FNMI Community Engagement work conducted in previous years in most of our First Nations and Métis communities, HPSD implemented an FNMI Narrative Inquiry. The purpose of the inquiry was to gather information to better understand the lived school experiences of the First Nations, Métis, and Inuit students in HPSD schools with the aim of improving service to these students and making a positive difference to their overall achievement at school. The data collected was used to inform decisions made regarding counselling services, programming needs, career information and preparation for students, and school culture.

The HPSD school board, system administrators, school administrators, and teachers meet yearly in selected First Nations and Métis communities to provide a forum for parents and community members and HPSD to share information. These community engagement meetings are seen by HPSD as valuable and they will continue.

With the addition of a new First Nations, Métis, and Inuit Coordinator and the Success Coaches to HPSD, who work collaboratively with Career and Wellness Coaches, HPSD is centrally supporting efforts to encourage parents to be involved in the directions and processes adopted in HPSD schools. This is a process that supports long term, systemic change in support of student learning.

Also, HPSD has received provincial support by way of the Building Capacity and Collaboration in Education grant. Through this three-year project, HPSD is collaborating with the five First Nation communities in our region to collaboratively work on establishing a new governance model that provides an authentic and effective voice for First Nations people in the governance of HPSD. It is the intent of HPSD to further involve

our Métis settlements in setting direction for a new governance model.

Notes:
1. Results have been adjusted to reflect the change from previous data source systems to Provincial Approach to Student Information (PASI).
2. Aggregated PAT results are based upon a weighted average of percent meeting standards (Acceptable, Excellence). The weights are the number of students enrolled in each course. Courses included: English Language Arts (Grades 6, 9, 9 KAE), Français (Grades 6, 9), French Language Arts (Grades 6, 9), Mathematics (6, 9, 9 KAE), Science (Grades 6, 9, 9 KAE), Social Studies (Grades 6, 9, 9 KAE).
3. Aggregated Diploma results are a weighted average of percent meeting standards (Acceptable, Excellence) on Diploma Examinations. The weights are the number of students writing the Diploma Examination for each course. Courses included: English Language Arts 30-1, English Language Arts 30-2, French Language Arts 30-1, Français 30-1, Chemistry 30, Physics 30, Biology 30, Science 30, Social Studies 30-1, Social Studies 30-2.
4. Diploma Examination Participation, High School Completion and High school to Post-secondary Transition rates are based upon a cohort of grade 10 students who are tracked over time.
5. Participation in Provincial Achievement Tests was impacted by the flooding in June 2013 (Grade 9 only) and by the fires in May to June 2016. Caution should be used when interpreting trends over time for the province and those school authorities affected by these events.
6. Participation in Diploma Examinations was impacted by the flooding in June 2013 and by the fires in May to June 2016. Caution should be used when interpreting trends over time for the province and those school authorities affected by these events.
7. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (*).

Performance Measure	Results (in percentages)					Target	Evaluation			Targets		
	2011	2012	2013	2014	2015	2016	Achievement	Improvement	Overall	2017	2018	2019
High School Completion Rate - Percentage of self-identified FNMI students who completed high school within three years of entering Grade 10.	38.3	40.7	46.4	43.4	53.1	52	Very Low	Improved	Issue	54	56	58
Drop Out Rate - annual dropout rate of self-identified FNMI students aged 14 to 18	10.2	7.4	7.7	7.5	5.1	6	Intermediate	Improved	Good	4.9	4.5	4.1
High school to post-secondary transition rate of self-identified FNMI students within six years of entering Grade 10.	19	25.1	30.4	32.8	32.6	30	Very Low	Maintained	Concern	35	37	40
Percentage of Grade 12 self-identified FNMI students eligible for a Rutherford Scholarship.	n/a	n/a	n/a	n/a	25.4	30	n/a	n/a	n/a			
Percentage of self-identified FNMI students writing four or more diploma exams within three years of entering Grade 10.	7.3	15.4	12.5	15.6	11.2	20	Very Low	Maintained	Concern	20	27	32

Comment on Results

As with all of our students we are pleased that results have either increased or maintained. There has been a focus of student career planning, credit recovery and attention to student success at the high school level. That our First nations, Métis and Inuit students are benefiting from these efforts is very encouraging.

Strategies

With strong relationships comes trust and hope. To this end, HPSD is implementing various community engagement initiatives including the Career and Wellness Coaches Community Engagement Initiative. Through this initiative, all of these coaches will make regular community visits to FNMI communities in our region. On site, the Career and Wellness Coaches will meet with parents, elders, students and other community members to provide information and to listen to local concerns. In the High Prairie area, the Tri-Jurisdiction Partnership, involving High Prairie School Division, Holy Family Catholic Regional Division, and Northland School Division are working toward developing a coordinated approach to transitioning students, many of whom are FNMI, between the three jurisdictions. HPSD is looking to hire a jurisdictional staff position which will be responsible in part for facilitating a coordinated, multi-year FNMI community engagement strategy.

As well, HPSD will continue to channel efforts to improve FNMI students' learning via the HPSD CAP Framework. Through CAP, HPSD schools are developing a common conversation and deeper appreciation

for implementing instructional strategies that support each of our students. The primary strategy of CAP is to help teachers and all school personnel to reflect upon their relationships with students and the strategies needed to engage them. Through CAP, the establishment of healthy student-teacher relationships is viewed as a basic and universal support to be built into each school's pyramid of interventions. As CAP continues to unfold in the next few years, focus on developing healthy learning relationships will continue to be supported.

Significant gains in FNMI student learning in HPSD's outreach schools in the past three years have been attributed in large part to the work of school administration and staff in developing healthy relationships with its predominantly FNMI student cohort. This work was done within the internationally acclaimed Equity Framework. The teachings and learnings of the Equity Framework support the work of CAP as relationship building will continue to be one of its most fundamental components.

Healthy FNMI student-teacher relationship building is further supported through such non-CAP related initiatives as the Leader In Me and Restitution programs which are in place in HPSD schools.

The implementation of career coaching in HPSD is intended to ramp up the engagement of all HPSD secondary students in successful completion of their high school programs and transitioning to post-secondary education and career development. Several of our personnel in this department have had significant experience with Aboriginal students and are using their expertise to provide direct support for FNMI students. As well, Career Coaches are liaising with our local FNMI communities and agencies to support dual credit programming, career awareness initiatives, campus tours (with targeted FNMI components) and other post-secondary opportunities.

Notes:

1. Results have been adjusted to reflect the change from previous data source systems to Provincial Approach to Student Information (PASI).
2. Due to the change from previous data source systems to Provincial Approach to Student Information (PASI), historical Rutherford Scholarship Eligibility Rate results are not available.
3. Diploma Examination Participation, High School Completion and High school to Post-secondary Transition rates are based upon a cohort of grade 10 students who are tracked over time.
4. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (*).

OUTCOME THREE: ALBERTA'S EDUCATION SYSTEM IS INCLUSIVE

Performance Measure	Results (in percentages)					Target	Evaluation			Targets		
	2012	2013	2014	2015	2016	2016	Achievement	Improvement	Overall	2017	2018	2019
Percentage of teacher, parent and student agreement that: students are safe at school, are learning the importance of caring for others, are learning respect for others and are treated fairly in school.	84.1	86.4	84.8	83.4	86.4	85	High	Improved	Good	87	88	89

Comment on Results

We were pleased that our results surpassed our target in this area.

Strategies

Inclusive Education

Our Division is committed to increasing understanding and capacity in regard to inclusion. Schools received dedicated funds to implement supports in-keeping with the needs of their school community. Staff were able to access resources and support through Student Services. A team of dedicated individuals including our Inclusive Education Coordinator, Registered Psychologists and CAP Facilitator worked diligently to address the needs of staff and students. Collaboration with our Regional Collaborative Service team – Northern Lakes Collaborative Services, occurred on a regular basis.

Much of our worked centered on developing the capacity of our Learning Support Teachers (LSTs). This involved re-thinking their role in order to accommodate dedicated time in teachers' classrooms. Professional development for LSTs promoted the Pyramid of Intervention ideology through targeted sessions on: Read and Write Gold for Google, effective use of educational assistants, coaching conversations, differentiated instruction strategies, assessment practices and relationship building.

The Inclusive Education Coordinator assumed a lead role in assisting Learning Support Teachers to address challenges associated with student needs and parental concerns. The changing paradigm, from a deficit model to a strength-based model, required a re-thinking of assessment and lead to a broader understanding of "inclusion".

An ongoing challenge involves a disconnect with funding and support of our federally funded students. As the paradigm of supports for students evolves, we find we are resorting to former models of identification and funding for the students who are funded from INAC.

Re-visioning of inclusive education remains an uphill climb. Criteria associated with the "coding" of students and former linkages to funding has been entrenched in many cases. Developing teacher capacity while "coping" with the daily demands of the classroom leads to resistance and the continued need to advocate for the most vulnerable of students.

Wellness Coaches

HPSD continued with the implementation of our Healthy School Communities Administrative Procedure which reflects the Comprehensive School Health framework. The Division believes a comprehensive approach to healthy school communities encompasses these four pillars: mental well-being, physical activity, healthy eating, and partnership and services. To enhance the implementation, each of our schools was supported by dedicated time from one of our Wellness Coaches.

At-risk students were supported through a coaching model. These students were provided with a

positive and safe space when they needed to self-regulate, discuss problem-solving approaches, and/or develop conflict resolution skills. Universal supports were implemented by all coaches through classroom presentation on various topics such as nutrition, positive behavior, bully awareness, emotions, exam anxiety, and character education. Targeted supports were taught using programs like "Superflex" and "Beyond the Hurt", as well as small group discussions targeting age appropriate skills training. Wellness Coaches provided leadership, and/or supported school based clubs such as: Glee, First Nations, Métis, and Inuit, Welcoming Committee, Mentorship, Gay Straight Alliance, and Run Clubs. All coaches worked closely with community partners towards ensuring the application of effective and meaningful supports for all students. These partnerships included: Alberta Health Services, Addictions and Mental Health, Child and Family Services, Friendship Centers, Children's Resource Council, Family Community Support Services, local grocery stores and businesses, and the RCMP. Wellness Coaches also supported divisional initiatives such as: Safety in School events, Wellness weeks, and community engagement sessions. Coaches also volunteered significant amounts of time to extracurricular activities including organized school teams or community events for students.

The Divisional Psychologist provided overall guidance to the Wellness team, offering individual and group supervision to all wellness coaches. He assumes leadership of the Tell Them From Me survey across the division, and supports schools in implementing character education programs. In conjunction with the Communications Officer, our Divisional Psychologist was instrumental in securing a substantial wellness grant aimed at supporting schools with implementation of their character education program. Engaging the community in supporting Wellness initiatives is another role the Divisional Psychologist plays, in addition to providing consultation and assessment for the schools across the division. He is available for crisis responding and for students/families who are experiencing crisis.

WRaP
High Prairie School Division was selected to participate in the Wellness Resiliency and Partnership project and will receive a grant to offset the cost of implementation of a WRaP Coach in Slave Lake. We look forward to supporting our students and families who are dealing with the effects of FASD. Our coach will also collaborate with schools and the Wellness Coaches to promote prevention of FASD.

HOSTS
High Prairie students from Grades 6 to 9 also continued to receive support from our Mental Health Capacity Building team - HOSTS (Helping Our Students To Succeed). Again, the focus is on developing universal supports and partnering with existing agencies and service providers to create a continuum of supports.

EPIC
Following the Slave Lake disaster, HPSD was a key player in addressing the needs of Slave Lake students. A Slave Lake Wellness Project proposal to the Ministry of Education - Slave Lake Wild Fire Community Stabilization Funds, yielded a million-dollar grant. The grant has been utilized to support Wellness Coaches and a Project Coordinator/Coach. This group coined themselves as Team EPIC (Engaging Partnerships in the Community). They worked within each of the schools in Slave Lake and were positively received by the community.

The 2015 – 2016 year was the final year where the grant could support the full services of the EPIC team. Communication with community and schools that EPIC was drawing to a conclusion generated much angst. This lead to a letter writing campaign and lobbying of the government to continue to fund the project. The anxiety over the closure of this program, implemented to support the loss and devastation from the Slave Lake fire, was exacerbated by the Fort McMurray fires. Dedicated HPSD Wellness Coaches continue to work within our schools to address the needs. One EPIC coach has remained on a part-time basis to apply for grants and host community events.

Code of Conduct

With the introduction of the LGBTQ Guidelines, a committee was struck to review High Prairie School Division procedures to ensure we were addressing the needs of our school communities through our procedures. This action resulted in a new Administrative Procedure: Welcoming, Caring, Respectful and Safe and a revision of Code of Conduct. These procedures were made available to the public, school councils, and schools to gage general reaction. Together they reflect HPSD's efforts to promote a culture of responsible citizens who demonstrate the value of safe, caring, welcoming and respectful environments.

Notes:

1. Survey results for the province and some school authorities were impacted by changes in the number of students responding to the survey through the introduction of the Tell THEM From ME survey tool in 2014.
2. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (*).

OUTCOME FOUR: ALBERTA HAS EXCELLENT TEACHERS, SCHOOL AND SCHOOL AUTHORITY LEADERS

Performance Measure	Results (in percentages)					Target	Evaluation			Targets		
	2012	2013	2014	2015	2016	2016	Achievement	Improvement	Overall	2017	2018	2019
Percentage of teachers, parents and students satisfied with the opportunity for students to receive a broad program of studies including fine arts, career, technology, and health and physical education.	74.8	82.2	80.7	79.1	82.6	86	Very High	Improved	Excellent	86	88	90

Comment on Results

Through our Community Engagement sessions and surveys we are working to meet the demands, needs, and desired programming of our clients. We are pleased that our teachers, parents and students satisfaction is growing in this area.

Strategies

Programming Choices

In the past few years, HPSD has expanded student programming options through partnership with Peace Academy of Virtual Education (PAVE) and Alberta Distance Learning Center (ADLC). ADLC is a primary support for course material and team teaching in all high schools and outreach schools. ADLC and PAVE will continue to provide the ability for our rural high schools to offer programs of choice and asynchronous course delivery. HPSD has provided students in the past few years with dual credit programming in several trades and other career pathways. HPSD will continue to seek to enhance dual credit possibilities for all high school students in the Division by solidifying current programs and by adding additional career pathways. HPSD has increased the number and variety of dual credit courses by successfully partnering with Lakeland College and continues looking to partner with other post-secondary institutions such as Grande Prairie Regional College and NAIT.

Technology

The HPSD Technology Department is in year two of a major upgrade to its network infrastructure. Network infrastructure has been centralized which will facilitate streamlining management of the division's technology solutions. WAN connectivity will be upgraded to Supernet NGN during the 2016-2017 school year. HPSD is implementing toolsets to allow the automation of day to day management tasks and gathering metrics to inform decision makers. Wireless infrastructure continues to be upgraded in anticipation of increasing demand. HPSD will continue to work with schools to develop effective and responsive technology ever-green planning and providing technology professional development to ensure technology is used by students. HPSD is participating in the Leveraging System Leadership: Realizing our Learning Potential project to support the use of the Learning Technology Policy Framework (LTPF) as a guide. Division leadership and the Technology Department will continue to promote and model appropriate and effective technology use in schools. Revising and updating Administration Procedures to reflect changing technology access and needs within the jurisdiction continues to be a focus for the 2016-2017 school year with digital citizenship as a primary focus. Bring Your Own Device documentation and the Self-Evaluation Guide from Alberta Education will continue to be referenced as we move through programs such as our current one-to-one implementation for all grades 1 to 6 students in Joussard School and the promotion of a bring-your-own-device approach to technology throughout the jurisdiction.

Notes:

1. Survey results for the province and some school authorities were impacted by changes in the number of students responding to the survey through the introduction of the Tell THEM From ME survey tool in 2014.
2. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (*).

OUTCOME FIVE: THE EDUCATION SYSTEM IS WELL GOVERNED AND MANAGED

Performance Measure	Results (in percentages)					Target	Evaluation			Targets		
	2012	2013	2014	2015	2016	2016	Achievement	Improvement	Overall	2017	2018	2019
Percentage of teachers, parents and students indicating that their school and schools in their jurisdiction have improved or stayed the same the last three years.	75	84.6	76	76	77.7	77	High	Maintained	Good	79	80	83
Percentage of teachers and parents satisfied with parental involvement in decisions about their child's education.	75.2	80.8	80.4	82.9	82.3	84	Very High	Maintained	Excellent	85	90	95
Percentage of teachers, parents and students satisfied with the overall quality of basic education.	83.4	88.8	83.3	86.1	86.6	88	Intermediate	Maintained	Acceptable	88	90	92

Comment on Results

HPSD continues to work to deliver the best education system to its clients. From leadership development, ongoing teacher training, and timely and relevant communications we seek ways to improve and meet the demands and needs of our clients.

Strategies

Leadership Development

HPSD has provided a significant level of professional development to its school leaders in the past few years in order to develop a skill set in the area of teacher supervision. This year we will continue to develop the instructional leadership of our principals by focusing on their supervision and evaluation. Principals are provided with eight days per year to come together to work on leadership development. Vice Principals are part of the CAP professional development and learning session. They also work with the District Principal on their classroom coaching and focus on enhancing the assessment practice in their respective schools.

During the upcoming school year HPSD has secured a cohort of aspiring leaders to take part in the Leading Education Every Day (LEED) program. This program will expose the participants to the Principal Quality Practice Guidelines along with shadowing and mentoring opportunities with school administrators. Each participant will attend four Saturday School sessions, the eight CAP sessions and scheduled six mentorship days throughout the school year.

Ethical Leadership is a priority of the Board and as a result leaders are regularly discussing the school as being Unique, Valuable and Attractive to student and parents. Character Education is also required and supported for students' safe and caring as well as developing ethical leadership.

Curriculum, Assessment and Pyramid of Intervention (CAP)

CAP, derived from the terms Curriculum, Assessment, and Pyramid of Intervention, is a transitional move away from a Division-centered teacher coaching model to one that supports the development of school-based administrators as instructional leaders by providing assistant principals with frequent and ongoing professional development.

HPSD continued with the implementation of the CAP Framework to address student learning. Two centrally supported positions were dedicated to help embed this framework: 1. CAP Coordinator, who provided professional development to assistant principals. This was followed up with one-to-one support within their respective schools; 2. CAP Facilitator of Inclusion, who provided professional development to Learning Support Teachers and worked in conjunction with the division Inclusive Education Coordinator to address

student diversity.

The ultimate aim of CAP is to improve student learning through enhanced instruction. The specific areas of focus in CAP interweave between curriculum, assessment, and Pyramid of Intervention and help to provide HPSD with a forum for contextual decision making in support of the latest research in improving instruction. CAP is also the vehicle used in HPSD to pilot implementation of the Alberta Technology Policy Framework.

CAP will continue to support vice principal's development into more effective instructional leaders. In the 2016-2017 CAP is expanding to include our Leading Education Every Day (LEED) cohort who are all aspiring leaders in the division. The priority focus this school year will be on assessment practices in the Division. We believe that by creating more effective Assessment for Learning practices, supervision, and accountability, the Divisions' priorities around the FNMI achievement gap, literacy, numeracy, and exemplary teaching and leadership will all be met.

Staffing

High Prairie School Division strives to recruit and retain quality teaching staff. We continue to support the recruitment process by attending career fairs in Alberta and advertising nationally. We provide exceptional support to our new teachers from the moment they are offered a position and throughout the first two years of their employment with us. HPSD maintains a full time mentor/coach to facilitate the mentorship program. This program offers ongoing individual coaching, support with planning, and professional development. The feedback received by the program participants is overwhelmingly positive. We are pleased that our new teachers work diligently to ensure that the students in their classrooms are receiving quality instruction.

HPSD maintained the "Early Resignation Incentive". Any teacher who is on a continuing contract and submits an early notice of resignation effective at the end of the 2016-2017 school year will be paid $2000 at the end of their employment. This early notice must be received by December 31, 2016. This was a very successful recruitment strategy. We were able to begin our recruitment process very early in the new calendar year allowing us to secure teachers on temporary contracts as well as find quality candidates for the remaining positions.

We continued to work with the universities to provide placements for practice teachers. Last year we were able to place 7 teachers in schools within our division. We will continue to develop this relationship with our pre-service institutions.

School Calendar

As education-based changes are made to provide quality education to 21st century learners, the demand on teachers has increased exponentially. To meet those increasing demands, the Board of Trustees approved a calendar for the 2015-16 school year that was rich in professional development days. This increase of professional development time has allowed our teaching staff to have adequate time to participate in the necessary training, development, and skill-building opportunities required to facilitate quality learning. Subsequently, teachers have had to make changes to their delivery strategies in order to meet the needs of students in the time provided. High Prairie School Division allocated 23 days to staff inclusive of professional development time and time in lieu of parent-teacher interviews through a collaborative process involving staff, students, parents, and community stakeholders. The staff provided very positive feedback about this calendar indicating that their learning time had made a significant impact on their planning, teaching, and assessment practices.

As a result of the positive feedback and the clear understanding our communities had about the need for teachers' continued learning, the 2016-2017 calendar has provided an abundance of time dedicated to staff

learning.

Communications

High Prairie School Division remains committed to quality communication with students, parents, staff, and community members. The Division carried out a communication survey of its stakeholders to identify current strengths and areas for growth so as to best reach as many people as possible. This resulted in the Division stepping beyond the traditional communication model to try out new methods of reaching stakeholders. These methods will be reviewed during the 2016-17 school year to ensure that we are continuing to meet the communication needs of our people.

One significant change that was made over the past year has been to retain a new service provider for our Division's website, mobile app, and web-based messaging tool. HPSD formalized relations with SchoolMessenger in March 2016 and has since activated the abovementioned communication tools. The new system has a responsive interface to meet the needs of our stakeholders regardless of what device they use. It also addresses concerns raised during our C2 discussions with educators including:

- Teacher pages no longer erase at the end of the school year,
- Teacher pages are no longer assigned on a per class-taught basis,
- Dedicated search bar.

The new system was introduced to staff with a strong emphasis on training. Each school has had a minimum of two training sessions for all users in addition to specialized training for school Webmasters, training opportunities at Divisional Professional Development days, and YouTube "How-to" videos developed by HPSD. The web-based messaging tool, Communicate, has also been implemented in schools across the division. The new messaging system allows our school administrators and secretaries to message out to our students and parents through phone, email, text, and push notifications to our new mobile app. This will allow our schools to communicate with stakeholders in whichever method/platform they prefer.

We continue to grow and curate our social media presence through Facebook, Twitter, and YouTube. We are seeing increased stakeholder engagement from our posts at the school and divisional level. The SchoolMessenger platform includes a social media application that allows our division to monitor mentions, comments, and messages to all Division assets as well as to post and schedule notifications for those same assets.

Our Division continues to facilitate engagement sessions with the communities that are within our service region. Notably, we have been strongly focused on gathering information and working with our neighbouring First Nation and Métis communities; the engagement sessions in those communities have been done in partnership with two other school divisions as part of a tri-jurisdictional transition project to ensure students, parents/guardians, and communities feel that they are a part of whichever school system they decide to enter. This effort is intended to close the achievement gap, decrease the drop-out rate, and improve students' sense of belonging.

Lastly, Communications has successfully applied for several grants and partnerships which has realized in excess of $140,000 in grant monies and services in-kind to support students within our Division. HPSD will continue to evaluate our communication program and stress the importance of maintaining effective communications with all stakeholders.

Notes:

1. Survey results for the province and some school authorities were impacted by changes in the number of students responding to the survey through the introduction of the Tell THEM From ME survey tool in 2014.
2. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (*).

SUMMARY OF FINANCIAL RESULTS

High Prairie School Division No. 48 realized a surplus for the 2015/2016 School Year of $1,286,133. The current year surplus was primarily as a result of delays in hiring for difficult to recruit positions.

The school division is working on a number of initiatives to prudently use the current and accumulated surplus to address achievement gaps along with new initiatives to meet our strategic goals.

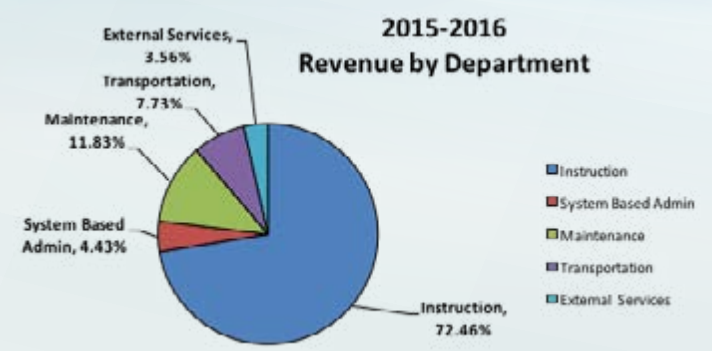
Revenues from the Province of Alberta continue to make up the largest portion of funding at 81.1%. Local First Nations communities account for 8.5% of the division's revenue. The remaining revenues are primarily from external sources for external services and transportation. Overall the revenue percentages and sources remain consistent with prior years.

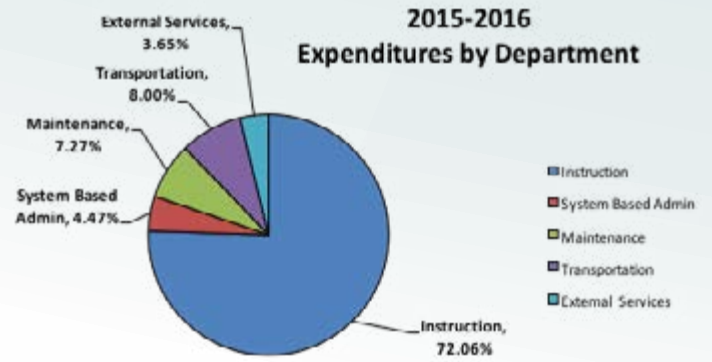
Salaries and benefits continue to represent the largest expense to the division with certificated staff representing 49.4% and uncertificated staff at 24.3% of total expenditures.

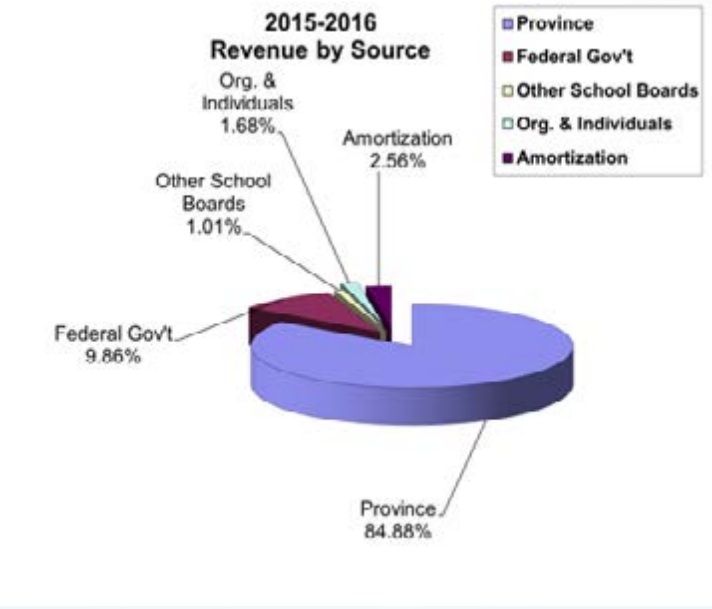
The school division invested $2,331,216 in capital assets during the year to meet our current and future needs. These purchases were entirely funded from reserves. These expenditures included final completion of the Learning Support Centre building, replacement of 5 buses and a division wide wireless network upgrade.

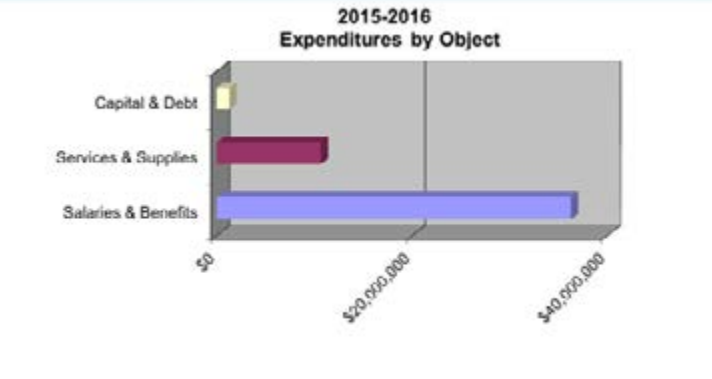
School Generated Funds (SGF) reserves were $391,793 which is a reduction of $41,036 from the previous year. Detailed information on our SGF's can be found in the notes of our audited financial statement or from the school Principal.

If more detailed financial information is required, please contact Mr. Rod Geyer, Director of Finance at 780-523-3337, or call toll free at 1-877-523-3337. You can visit our website at hpsd.ca for the Audited Financial Statement for the 2015-16 year and/or a copy of the 2016-17 budget. Financial information for all school jurisdictions can also be found on the Alberta Education website.









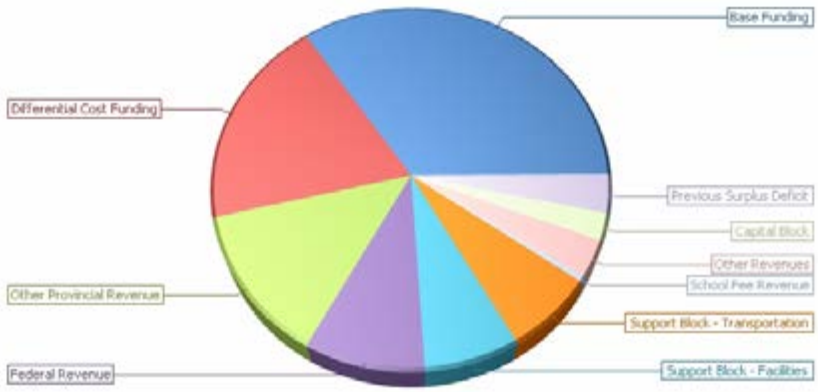
BUDGET SUMMARY

The 2016-2017 budget is a balanced budget. Reserves will be used to fund new and existing initiatives as determined by the Board of Trustee's and the Superintendent.

Revenue And Allocations To Budget Center Category Pie Chart

High Prairie School Division No. 48
2016-2017 Finalized Budget

High Prairie School Division No. 48

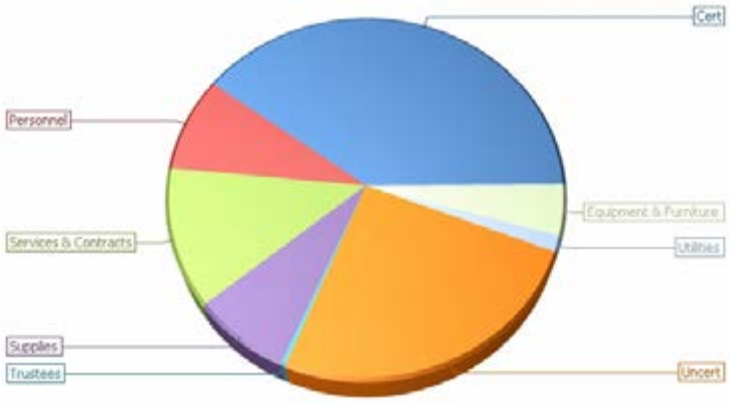


Category	Amount	Percentage
Base Funding	$18,209,133	34%
Differential Cost Funding	$10,123,578	19%
Other Provincial Revenue	$7,016,643	13%
Federal Revenue	$4,835,599	9%
Support Block - Facilities	$3,846,453	7%
Support Block - Transportation	$3,726,884	7%

Expenditures Category Pie Chart

High Prairie School Division No. 48
2016-2017 Finalized Budget

High Prairie School Division No. 48



Category	Amount	Percentage
Cert	$21,027,518	40%
Personnel	$4,503,359	9%
Services & Contracts	$6,561,069	12%
Supplies	$4,041,562	8%
Trustees	$185,614	0%
Uncert	$13,316,022	25%

CAPITAL AND FACILITIES PROJECTS

Throughout the 2015-2016 school year the Maintenance Department contributed to the educational environments of High Prairie School Division's schools by reconfiguring space and improving schools to enhance programming.

1. Millwork was replaced at G.P. Vanier, H. P. Elementary, E.G. Wahlstrom and Roland Michener, which improves storage and organizational space.
2. Exterior doors and frames were replaced at Ecole Routhier, H.P. Elementary, E.G. Wahlstrom, and Roland Michener, to cut down on drafty entrances which contributes to controlled air temperature and lowers our natural gas consumption.
3. Weight room was renovated at G.P. Vanier to allow a much needed improvement to the weight lifting program.
4. Another 28 projectors were replaced to keep up with the changes in technology.
5. We continue to run our preventative maintenance program to assure quality lighting, heating, and ventilation to each classroom throughout the Division.
6. The lunchroom, office area, and 2 other classrooms at Prairie River Junior High School were upgraded with new flooring, lighting, ceiling grid and tiles, which continue to improve a brighter and cleaner educational space.
7. Replacement of carpets at H.P. Elementary and C.J. Schurter will improve the air quality for our schools.
8. A security camera system was installed at E.W. Pratt to help with the safety of our staff and students.
9. Renovations to the Technology Building allowed Prairie View Outreach students to move to a location that enhances their education by giving them access to an outdoor green space.
10. A handicap washroom was created at E.W. Pratt to provide access to students with disabilities.
11. Phase II of the re-roofing of the E.W. Pratt School was also done to assure a dry environment for our students and staff.
12. More projects to better the health and safety of our students.

The detailed 3 Year Capital Plan can be viewed on our website at hpsd.ca.

SUMMARY OF FACILITY AND CAPITAL PLAN

The Maintenance Department is continually working to improve services to all sites and has succeeded in providing significant advancements in the achievement of their goals. To this end, several projects scheduled for 2016-2017 are as follows:

1. Continuation of our preventative maintenance program.
2. Installation of another 18 projectors throughout the Division.
3. Several more millwork projects planned for G.P. Vanier, H.P. Elementary, E.G. Wahlstrom, and Roland Michener.
4. Classrooms and library renovation to be done at Roland Michener.
5. Exterior doors and frames to be replaced at C.J. Schurter and E.G. Wahlstrom.
6. Canteens at Prairie River and E.W. Pratt to be upgraded.
7. Video security system to be installed at Joussard and Prairie River.
8. Pavement to be done at E.W. Pratt and C.J. Schurter.
9. Finishing the re-roofing at E.W. Pratt.
10. New lockers to be installed at E.W. Pratt.
11. Sinks and taps to be replaced in the shower rooms at G.P. Vanier and E.W. Pratt.
12. New LED lighting for the gyms at Ecole Routhier, G.P. Vanier, and E.W. Pratt.
13. Washroom renovation to be done at Ecole Routhier in rooms 117 & 118.
14. Installation of new heating pumps at H.P. Elementary.

PARENTAL INVOLVEMENT

High Prairie School Division continued to hold a Council of School Councils meeting. The 3YEP and the AERR were reviewed. In the spring, school based administrators began putting their school plans in place and communicated the division's draft planning to their staff and school councils.

Schools and the Division engaged parents in several ways such as: volunteerism, school councils, community planning sessions, Council of School Council (COSC) meetings, surveys, setting the division calendar and participation in school/community events.

TIMELINES AND COMMUNICATION

Throughout the spring, the strategies and actions identified in this plan were reviewed by the administrators of HPSD. School based administrators began putting their school plans in place and communicated the division's draft planning to their staff and school councils. The draft of the strategies came out of work completed in Strategic Planning sessions with administrators and the Board of Trustees.

HPSD will continue to publish reports and documents on our website, including the combined 3-Year Education Plan and Annual Education Results Report, as opportunities to celebrate the accomplishments of HPSD in the past year. HPSD continues to engage in School/Community planning sessions throughout the division on a rotating basis. Through this mechanism, surveys, opportunities to make a delegation to the Board, and phone calls and social media, communities have the opportunity, and in fact are encouraged, to provide valuable feedback to our schools and the jurisdiction. All information is used in the development of plans and setting of priorities.

The Combined 3YEP and AERR was presented to the Board of Trustees at a special meeting on November 28, 2016. Its approval allowed the document to be placed on the website. Our Alberta Education Manager was notified of this posting through email and the link to the website was included.

WHISTLEBLOWER PROTECTION

Section 32 of the Public Interest Disclose Act (2013) requires that school authorities include their annual report of disclosures in this document. HPSD had no disclosures in the 2015-2016 school year.

Once High Prairie School Division posts this Strategic Education Plan on its website, copies are distributed to all schools in the jurisdiction. Information posted publicly made reference to the fact that division and school three-year plans were available for viewing through our website at hpsd.ca. Copies are made available at each school and at the Division Office. It is the expectation that copies of the jurisdictional Three Year Education Plan be circulated to staff, School Council representatives and also presented to the Council of School Councils (COSC) representatives.

DIPLOMA EXAMINATION RESULTS - MEASURE DETAILS

Diploma Exam Course by Course Results by Students Writing.														
		Results (in percentages)										Target	
		2012		2013		2014		2015		2016		2016	
		A	E	A	E	A	E	A	E	A	E	A	E
English Lang Arts 30-1	Authority	88.5	9.2	83.3	7.3	79.5	4.8	71.6	3.7	81.7	7.3	86	11.25
	Province	86.3	11.3	85.9	10.4	87.6	11.8	86.5	11.4	86.8	10.7		
English Lang Arts 30-2	Authority	90.5	7.1	93.3	9.5	88.2	6.6	88.1	5	93	7	94.4	8.6
	Province	89.6	10.7	89.4	10.9	89.8	13.1	88.6	11.2	89.1	12.3		
French Lang Arts 30-1	Authority	n/a	n/a	100	25	*	*	100	16.7	100	0	100	5.25
	Province	95.6	13.5	95.4	12.4	96.6	14.6	95.5	9.9	93.8	8.7		
Français 30-1	Authority	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a		
	Province	96.5	18.9	96.8	18.2	99.3	29.2	95.3	17.1	99.3	20.3		
Pure Mathematics 30	Authority	60	7.1	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a		
	Province	82	27.5	59	11.4	*	*	n/a	n/a	n/a	n/a		
Applied Mathematics 30	Authority	54.8	7.1	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a		
	Province	75.8	10.3	71.4	17.9	n/a	n/a	n/a	n/a	n/a	n/a		
Mathematics 30-1	Authority	n/a	n/a	67.6	18.3	54.8	8.1	52	18	58.1	12.2	68.5	14.1
	Province	n/a	n/a	80.9	35.9	75.1	27.9	76.1	31.6	70.7	25.9		
Mathematics 30-2	Authority	n/a	n/a	27.3	0	54.8	3.2	55.8	2.3	60	5.5	61.2	6.15
	Province	n/a	n/a	69.5	9.7	71.3	15	73.9	15.5	75.4	16.8		
Social Studies 30-1	Authority	80.5	10.4	87.2	11.5	75.3	4.1	69.3	1.3	57.8	5.2	72.5	8.7
	Province	86.3	16.7	85.4	15.2	85.6	14.2	87.1	16.2	84.9	14.3		
Social Studies 30-2	Authority	75.6	4.9	81	4.8	76.5	7.8	78.3	2.2	65.1	7.5	72.5	8.7
	Province	83	13.7	82.2	13.7	83.9	14.8	81.3	12.5	81.1	13.1		
Biology 30	Authority	86.2	21.5	80.8	28.3	83.6	26	76.2	23.8	79.8	27	85.6	30
	Province	81.9	28.2	84.4	32.2	85.2	31.8	85.8	33	85.1	32.4		
Chemistry 30	Authority	56.8	9.5	66	13.2	73	30.2	61	18.6	65.9	20.7	70	31
	Province	77.1	28.7	78.8	31.8	81.5	35.2	82.1	34.2	81.5	34.5		
Physics 30	Authority	52.8	8.3	47.7	6.8	48.3	6.9	77.8	37	69.6	17.9	72	18.5
	Province	81.1	30.5	81.5	30.4	83.2	34.3	83.9	35.8	85.8	39.8		
Science 30	Authority	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	*	*		
	Province	79.8	22	84.1	25.8	85	25.4	83.9	26.6	84.4	27.6		

Notes:

1. Results have been adjusted to reflect the change from previous data source systems to Provincial Approach to Student Information (PASI).
2. "A" = Acceptable; "E" = Excellence — the percentages achieving the acceptable standard include the percentages achieving the standard of excellence.
3. Participation in Diploma Examinations was impacted by the flooding in June 2013 and by the fires in May to June 2016. Caution should be used when interpreting trends over time for the province and those school authorities affected by these events.
4. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (*).

DIPLOMA EXAMINATION RESULTS COURSE BY COURSE SUMMARY WITH MEASURE EVALUATION

		High Prairie School Div No. 48							Alberta			
		Achievement	Improvement	Overall	2016		Prev 3 Year Average		2016		Prev 3 Year Average	
Course	Measure				N	%	N	%	N	%	N	%
English Lang Arts 30-1	Diploma Examination Acceptable Standard	Low	Maintained	Issue	109	81.7	87	78.2	29,730	86.8	28,663	86.7
	Diploma Examination Standard of Excellence	Intermediate	Maintained	Acceptable	109	7.3	87	5.3	29,730	10.7	28,663	11.2
English Lang Arts 30-2	Diploma Examination Acceptable Standard	Intermediate	Maintained	Acceptable	100	93.0	94	89.9	16,707	89.1	15,920	89.3
	Diploma Examination Standard of Excellence	Low	Maintained	Issue	100	7.0	94	7.0	16,707	12.3	15,920	11.7
French Lang Arts 30-1	Diploma Examination Acceptable Standard	Very High	Maintained	Excellent	9	100.0	7	100.0	1,282	93.8	1,247	95.8
	Diploma Examination Standard of Excellence	Low	Declined	Issue	9	0.0	7	20.8	1,282	8.7	1,247	12.3
Français 30-1	Diploma Examination Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	153	99.3	140	97.1
	Diploma Examination Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	153	20.3	140	21.5
Pure Mathematics 30	Diploma Examination Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	105	59.0
	Diploma Examination Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	105	11.4
Applied Mathematics 30	Diploma Examination Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	28	71.4
	Diploma Examination Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	28	17.9
Mathematics 30-1	Diploma Examination Acceptable Standard	Low	Maintained	Issue	74	58.1	61	58.1	20,492	70.7	20,735	77.4
	Diploma Examination Standard of Excellence	Very Low	Maintained	Concern	74	12.2	61	14.8	20,492	25.9	20,735	31.8
Mathematics 30-2	Diploma Examination Acceptable Standard	Low	Improved	Acceptable	55	60.0	43	46.0	13,631	75.4	11,425	71.6
	Diploma Examination Standard of Excellence	Low	Maintained	Issue	55	5.5	43	1.9	13,631	16.8	11,425	13.4
Social Studies 30-1	Diploma Examination Acceptable Standard	Very Low	Declined Significantly	Concern	116	57.8	75	77.3	22,494	84.9	21,869	86.0
	Diploma Examination Standard of Excellence	Low	Maintained	Issue	116	5.2	75	5.7	22,494	14.3	21,869	15.2
Social Studies 30-2	Diploma Examination Acceptable Standard	Very Low	Declined Significantly	Concern	106	65.1	104	78.6	19,790	81.1	19,060	82.5
	Diploma Examination Standard of Excellence	Low	Maintained	Issue	106	7.5	104	4.9	19,790	13.1	19,060	13.7
Biology 30	Diploma Examination Acceptable Standard	Intermediate	Maintained	Acceptable	89	79.8	92	80.2	22,539	85.1	21,806	85.2
	Diploma Examination Standard of Excellence	Intermediate	Maintained	Acceptable	89	27.0	92	26.0	22,539	32.4	21,806	32.3
Chemistry 30	Diploma Examination Acceptable Standard	Low	Maintained	Issue	82	65.9	58	66.7	19,265	81.5	18,126	80.8
	Diploma Examination Standard of Excellence	Intermediate	Maintained	Acceptable	82	20.7	58	20.7	19,265	34.5	18,126	33.7
Physics 30	Diploma Examination Acceptable Standard	Low	Improved	Acceptable	56	69.6	33	57.9	10,291	85.8	10,126	82.9
	Diploma Examination Standard of Excellence	Low	Maintained	Issue	56	17.9	33	16.9	10,291	39.8	10,126	33.5
Science 30	Diploma Examination Acceptable Standard	*	*	*	1	*	n/a	n/a	8,790	84.4	6,841	84.3
	Diploma Examination Standard of Excellence	*	*	*	1	*	n/a	n/a	8,790	27.6	6,841	25.9

Notes:

1. Results have been adjusted to reflect the change from previous data source systems to Provincial Approach to Student Information (PASI).
2. Achievement Evaluation is not calculated for courses that do not have sufficient data available, either due to too few jurisdictions offering the course or because of changes in examinations.
3. Participation in Diploma Examinations was impacted by the flooding in June 2013 and by the fires in May to June 2016. Caution should be used when interpreting trends over time for the province and those school authorities affected by these events.
4. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (*).

PROVINCIAL ACHIEVEMENT TEST RESULTS – MEASURE DETAILS

PAT Course by Course Results by Number Enrolled.														
		Results (in percentages)										Target	
		2012		2013		2014		2015		2016		2016	
		A	E	A	E	A	E	A	E	A	E	A	E
English Language Arts 6	Authority	75.9	8.3	75.8	3.1	79.3	10.4	83.9	12.2	74.8	9.8	79	12
	Province	82.7	17.8	82.5	16.3	81.9	17.6	82.8	19.5	82.9	20.4		
French Language Arts 6	Authority	92.3	15.4	78.6	7.1	100	12.5	93.8	25	100	0	100	8
	Province	89.3	17.3	88.6	16.3	88	15.6	87.5	13.6	87.7	14.2		
Français 6	Authority	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a		
	Province	91	21.9	94	21.6	90.6	17.1	89	15	91.4	17.2		
Mathematics 6	Authority	59.3	6.9	56.1	4	63.2	6.2	65.9	6.8	44.6	5.6	70	9
	Province	74.7	16.6	73	16.4	73.5	15.4	73.2	14.1	72.2	14		
Science 6	Authority	69.2	20.1	65.9	9.9	69.4	14.5	77.1	16.6	62	11.3	79	25.5
	Province	77.8	28.2	77.5	25.9	75.9	24.9	76.3	25.3	78	27.1		
Social Studies 6	Authority	60.2	13.9	61	5.4	61.7	9.3	64.9	11.2	58.7	15.5	60	20
	Province	73.2	19.5	72.7	19	70.4	16.6	69.8	18.1	71.4	22		
English Language Arts 9	Authority	63.4	8.5	74.2	7.7	71.2	5.8	70.2	5.6	67	5.4	76	6
	Province	77.4	16.4	76.7	14.8	76.3	15	75.6	14.4	77	15.2		
English Lang Arts 9 KAE	Authority	23.5	0	53.3	0	50	3.6	70	0	43.8	0	70	1
	Province	61.4	5.8	62.4	4.3	62.8	3.5	63	4.5	59.8	6.2		
French Language Arts 9	Authority	85.7	21.4	87.5	6.3	87.5	6.3	81.8	0	53.3	6.7	82	7.5
	Province	87.5	12.2	87.2	13.9	86.5	11.1	85.8	10.1	83	10.8		
Français 9	Authority	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a		
	Province	84.6	16.1	84	14.5	86.1	17.8	88.5	20.2	86.4	26.8		
Mathematics 9	Authority	46	6.2	66.7	14.3	69.1	15.7	56.2	12.4	52.1	6.8	70	12
	Province	66.4	17.8	66.8	18.3	67.1	17.3	65.3	17.9	67.8	17.5		
Mathematics 9 KAE	Authority	31.6	10.5	43.8	0	32.1	0	57.1	21.4	37	0	58	12
	Province	62.5	15.3	65.8	14.7	63.4	14.5	60.9	14.4	61.2	13		
Science 9	Authority	57.5	9	70.8	12.9	76.4	17.8	65.4	13.1	57.8	7.5	66	13
	Province	74.1	22.4	72.9	20	73.2	22.1	74.1	22.8	74.2	22.4		
Science 9 KAE	Authority	33.3	0	64.3	0	39.3	7.1	54.5	0	55	5	60	7
	Province	67.9	17.3	68.4	17.1	64.1	14.9	64.5	15.1	63.8	14.3		
Social Studies 9	Authority	50.2	9.9	60.3	13.4	63.9	9.9	49.5	8	42.1	3.8	63	11
	Province	68.9	19.1	65.5	18.8	65.5	19.9	65.1	19.8	64.7	18		
Social Studies 9 KAE	Authority	35.3	0	40	0	42.9	10.7	58.3	0	0	0	50	6
	Province	63.5	13.9	64.6	13	61.8	10.7	57.3	11.2	58	11.6		

Notes:

1. Results have been adjusted to reflect the change from previous data source systems to Provincial Approach to Student Information (PASI).
2. "A" = Acceptable; "E" = Excellence — the percentages achieving the acceptable standard include the percentages achieving the standard of excellence.
3. Participation in Diploma Examinations was impacted by the flooding in June 2013 and by the fires in May to June 2016. Caution should be used when interpreting trends over time for the province and those school authorities affected by these events.
4. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (*).

PAT RESULTS COURSE BY COURSE SUMMARY BY ENROLLED WITH MEASURE EVALUATION

		High Prairie School Div No. 48							Alberta			
		Achievement	Improvement	Overall	2016		Prev 3 Year Average		2016		Prev 3 Year Average	
Course	Measure				N	%	N	%	N	%	N	%
English Language Arts 6	Acceptable Standard	Low	Declined	Issue	214	74.8	207	79.7	47,606	82.9	45,843	82.4
	Standard of Excellence	Low	Maintained	Issue	214	9.8	207	8.6	47,606	20.4	45,843	17.8
French Language Arts 6	Acceptable Standard	Very High	Improved	Excellent	13	100.0	13	90.8	2,854	87.7	2,780	88.0
	Standard of Excellence	Very Low	Declined	Concern	13	0.0	13	14.9	2,854	14.2	2,780	15.1
Français 6	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	569	91.4	500	91.2
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	569	17.2	500	17.9
Mathematics 6	Acceptable Standard	Very Low	Declined Significantly	Concern	213	44.6	207	61.7	47,512	72.2	45,774	73.2
	Standard of Excellence	Very Low	Maintained	Concern	213	5.6	207	5.7	47,512	14.0	45,774	15.3
Science 6	Acceptable Standard	Low	Declined	Issue	213	62.0	207	70.8	47,543	78.0	45,788	76.6
	Standard of Excellence	Very Low	Maintained	Concern	213	11.3	207	13.7	47,543	27.1	45,788	25.3
Social Studies 6	Acceptable Standard	Very Low	Maintained	Concern	213	58.7	207	62.5	47,522	71.4	45,710	71.0
	Standard of Excellence	Intermediate	Improved Significantly	Good	213	15.5	207	8.6	47,522	22.0	45,710	17.9
English Language Arts 9	Acceptable Standard	Low	Declined	Issue	203	67.0	213	71.9	43,780	77.0	38,487	76.2
	Standard of Excellence	Very Low	Maintained	Concern	203	5.4	213	6.4	43,780	15.2	38,487	14.8
English Lang Arts 9 KAE	Acceptable Standard	Low	Maintained	Issue	16	43.8	18	57.8	1,638	59.8	1,514	62.7
	Standard of Excellence	Low	Maintained	Issue	16	0.0	18	1.2	1,638	6.2	1,514	4.1
French Language Arts 9	Acceptable Standard	Very Low	Declined	Concern	15	53.3	14	85.6	2,611	83.0	2,584	86.5
	Standard of Excellence	Low	Maintained	Issue	15	6.7	14	4.2	2,611	10.8	2,584	11.7
Français 9	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	403	86.4	372	86.2
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	403	26.8	372	17.5
Mathematics 9	Acceptable Standard	Very Low	Declined Significantly	Concern	192	52.1	208	64.0	43,253	67.8	38,217	66.4
	Standard of Excellence	Very Low	Declined Significantly	Concern	192	6.8	208	14.1	43,253	17.5	38,217	17.8
Mathematics 9 KAE	Acceptable Standard	Low	Maintained	Issue	27	37.0	19	44.3	2,125	61.2	1,872	63.4
	Standard of Excellence	Low	Declined	Issue	27	0.0	19	7.1	2,125	13.0	1,872	14.6
Science 9	Acceptable Standard	Low	Declined Significantly	Concern	199	57.8	213	70.9	43,834	74.2	38,760	73.4
	Standard of Excellence	Intermediate	Declined Significantly	Issue	199	7.5	213	14.6	43,834	22.4	38,760	21.6
Science 9 KAE	Acceptable Standard	Low	Maintained	Issue	20	55.0	18	52.7	1,591	63.8	1,492	65.7
	Standard of Excellence	Low	Maintained	Issue	20	5.0	18	2.4	1,591	14.3	1,492	15.7
Social Studies 9	Acceptable Standard	Very Low	Declined Significantly	Concern	209	42.1	212	57.9	43,775	64.7	38,759	65.4
	Standard of Excellence	Very Low	Declined Significantly	Concern	209	3.8	212	10.4	43,775	18.0	38,759	19.5
Social Studies 9 KAE	Acceptable Standard	Very Low	Declined Significantly	Concern	10	0.0	18	47.1	1,608	58.0	1,454	61.2
	Standard of Excellence	Low	Maintained	Issue	10	0.0	18	3.6	1,608	11.6	1,454	11.6

Notes:

1. Results have been adjusted to reflect the change from previous data source systems to Provincial Approach to Student Information (PASI).
2. Achievement Evaluation is not calculated for courses that do not have sufficient data available, either due to too few jurisdictions offering the course or because of changes in examinations.
3. Participation in Diploma Examinations was impacted by the flooding in June 2013 and by the fires in May to June 2016. Caution should be used when interpreting trends over time for the province and those school authorities affected by these events.
4. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (*).

AVERAGE CLASS SIZE

	K to 3			4 to 6			7 to 9			10 to 12		
School	2014/15	2015/16	2016/17	2014/15	2015/16	2016/17	2014/15	2015/16	2016/17	2014/15	2015/16	2016/17
C.J. Schurter	19.1	21.2	20.2									
E.G. Wahlstrom				23.9	23.2	22						
E.W. Pratt										14.4	18.1	10
G. P. Vanier							17.9	18.7	17.9	14.4	11.5	9.8
High Prairie Elementary	21.9	20.4	16.9	20.5	19.9	24.3						
Joussard	15	17.1	18.7	13.5	13.3	16						
Kinuso	15.4	15.8	21.6	22.1	24	20.3	18.7	20.8	24.2	7.4	16.2	8.6
Prairie River Junior High							23	21.8	23.4			
Roland Michener Secondary							25.8	24.1	23.6	21.2	22	19
Routhier	12.4	12.1	15.4	13.8	13.1	18.4						
Total for Jurisdiction	17.4	18.2	18.7	19.3	19.2	21	22.3	21.7	22	14.9	17.2	11.5

OVERVIEW OF SCHOOLS

High Prairie School Division is committed to providing quality public education in schools that are welcoming, caring, respectful, and safe learning environments that respect diversity and foster a sense of belonging. This is accomplished by our team of dedicated staff who work in partnership with our community stakeholders. Teachers work in conjunction with our Wellness Coaches and Career Coaches to facilitate optimum learning which goes above and beyond the standard curriculum.

Our Wellness Coaches acknowledge that mental well-being, physical activity, and nutrition play significant roles in children's overall health. They encourage students to think critically about the impact of their choices on their current and long-term health and promote lifestyles that support healthy attitudes toward mental well-being, physical activity, and nutrition. The team works with parents, community members, and community organizations to promote and support programs and services that contribute to healthy school communities.

The team of Career Coaches works closely with our students to provide academic counseling starting in junior high to ensure those students are successful at work once they complete their education program. They meet with students to develop plans and strategies for post-secondary education as well as dual credit opportunities for those who have a passion to work in the trades. They familiarize students with the post-secondary educational institutions available to them and the corresponding scholarship and bursary opportunities.

This multi-faceted approach to supporting learners is an integral reason why High Prairie School Division is the division of choice for quality public education. Our team of highly skilled professionals, whether they are teaching in a classroom, driving a bus, answering a phone, installing a computer, or pushing a broom make a defining impact on each student by facilitating quality public education.

C.J. SCHURTER SCHOOL

Principal

Robyn Ord-Boisvert
rord-boisvert@hpsd.ca
Hired 1984

STATISTICS:

YEAR BUILT	1971
GRADES	K - 3
LOCATION	SLAVE LAKE
STUDENTS	490
TEACHERS	28.60
SUPPORT STAFF	26.60
AVERAGE CLASS SIZE	20.2

Vice Principal

Brian Hay
bhay@hpsd.ca
Hired 1988

CONTACT INFORMATION:

WORK	(780) 849-4344
FAX	(780) 849-2155
WEBSITE	www.cjs.hpsd.ca

300 - 6TH AVENUE NE
SLAVE LAKE, AB
T0G 2A2

C.J. Schurter Elementary School is located in the town of Slave Lake in northern Alberta, in the Municipal District of Lesser Slave River. It is located 257 kilometres north of Edmonton on the southeast shore of Lesser Slave Lake at the junction of Highway 2 and Highway 88.

C.J. Schurter Elementary School maintains a strong literacy focus and utilizes a balanced approach to instruction. Staff members work with literacy and math coaches to enhance instructional practice while grade level teachers work in professional learning environments to address the literacy and numeracy goals of the school. We are also implementing the Leader in Me program in which students are taught leadership principles and strategies that have positive effects on their self-confidence, problem solving abilities, communication skills, and helps develop a positive school culture and atmosphere.

E.G. WAHLSTROM

Principal

Jane Thomas
jthomas@hpsd.ca
Hired 2014

STATISTICS:

YEAR BUILT	1954
GRADES	4 - 6
LOCATION	SLAVE LAKE
STUDENTS	336
TEACHERS	19.00
SUPPORT STAFF	12.75
AVERAGE CLASS SIZE	22.0

Vice Principal

Kristoffer Herbert
kherbert@hpsd.ca
Hired 2012

CONTACT INFORMATION:

WORK	(780) 849-3539
FAX	(780) 849-3792
WEBSITE	www.egw.hpsd.ca

228 - 4TH AVENUE NW
SLAVE LAKE, AB
T0G 2A1

E.G. Wahlstrom School is located in the town Slave Lake in northern Alberta, in the Municipal District of Lesser Slave River. It is located 257 kilometres north of Edmonton on the southeast shore of Lesser Slave Lake at the junction of Highway 2 and Highway 88.

E.G. Wahlstrom is a Grade 4 to 6 school with an enrollment of approximately 330 students that supports the cultural diversity of the school and community to enhance student learning. By collaborating with other agencies, we have been able to realize a strong sense of belonging within our school. We are actively involved with the Leader in Me program and provide additional support services to all students through Learning Supports in the areas of literacy and math in addition to transitioning and counseling services.

E.W. PRATT HIGH SCHOOL

Principal

Jamie Babcock
jbabcock@hpsd.ca
Hired 1985

STATISTICS:

YEAR BUILT	1969
GRADES	10 - 12
LOCATION	HIGH PRAIRIE
STUDENTS	273
TEACHERS	15.00
SUPPORT STAFF	9.00
AVERAGE CLASS SIZE	10.0

Vice Principal

Brad Corless
bcorless@hpsd.ca
Hired 2008

CONTACT INFORMATION:

WORK	(780) 523-3813
FAX	(780) 523-5470
WEBSITE	www.ewp.hpsd.ca

PO BOX 150
5650 - 50TH STREET
HIGH PRAIRIE, AB
T0G 1E0

E. W. Pratt High School is located in the town of High Prairie in northern Alberta within Big Lakes County. It is located at the junction of Highway 2 and Highway 749, approximately 371 kilometres northwest of Edmonton and 118 kilometres west of Slave Lake.

Our students are offered an academic program with an extensive list of options as well as a wide variety of activities. Our students represent eight different communities in the surrounding region and our staff continues to pride itself in building our students into a single cohesive community. Our student population of approximately 270 students have access to a wide variety of amenities in the community including an indoor pool, curling rink, and skating rink.

ÉCOLE ROUTHIER SCHOOL

Principal

Diane Benoit
dbenoit@hpsd.ca
Hired 1987

STATISTICS:

YEAR BUILT	1957
GRADES	K - 6
LOCATION	FALHER
STUDENTS	228
TEACHERS	16.00
SUPPORT STAFF	10.80
AVERAGE CLASS SIZE	16.9

Vice Principal

Melissa Portelance
mportelance@hpsd.ca
Hired 2008

CONTACT INFORMATION:

WORK	(780) 837-2114
FAX	(780) 837-2821
WEBSITE	www.ers.hpsd.ca

PO BOX 540
131 CENTRAL AVENUE SE
FALHER, AB
T0H 1M0

École Routhier School is located in the Francophone-based community of Falher, Alberta which is located in the Municipal District of Smoky River No. 130, along Highway 49. École Routhier School is situated in the heart of northwestern Alberta's Smoky River region which is an area comprised of approximately 5,000 residents and is predominantly driven by agriculture and apiculture sectors as well as the oil and gas industry.

With a student population of approximately 220 students, the school prides itself on an ability to offer quality instruction to students from ECS to Grade 6 in a dual track program of French Immersion and an English program.

GEORGES P. VANIER SCHOOL

Principal

Robert Owens
rowens@hpsd.ca
Hired 1980

STATISTICS:

YEAR BUILT	1955
GRADES	7 - 12
LOCATION	DONNELLY
STUDENTS	289
TEACHERS	18.46
SUPPORT STAFF	10.10
AVERAGE CLASS SIZE	13.9

Vice Principal

Pamela Heckbert
pheckbert@hpsd.ca
Hired 1998

CONTACT INFORMATION:

WORK	(780) 925-3959
FAX	(780) 925-2466
WEBSITE	www.gpv.hpsd.ca

PO BOX 60
5504 CENTENNIAL AVENUE
DONNELLY, AB
T0H 1G0

Georges P. Vanier School is centrally located in the village of Donnelly within the Municipal District of Smoky River No. 130. It is located near the intersection of Highway 2 and Highway 49, located approximately 65 kilometres south of Peace River and 427 kilometres northwest of Edmonton.

We offer dual-track programming in French Immersion and English for students in Grades 7 to 9 with a full array of courses for our senior high students. Our school has a student population of approximately 280 students and is situated in the heart of northwestern Alberta's Smoky River region. This is an area comprised of approximately 5,000 residents and is predominantly driven by the agriculture sector as well as the oil and gas industry.

HIGH PRAIRIE ELEMENTARY SCHOOL

Principal

Mitch Hammond
mhammond@hpsd.ca
Hired 2014

STATISTICS:

YEAR BUILT	1956
GRADES	K - 6
LOCATION	HIGH PRAIRIE
STUDENTS	336
TEACHERS	21.40
SUPPORT STAFF	16.60
AVERAGE CLASS SIZE	20.6

Vice Principal

Kim Corless
kcorless@hpsd.ca
Hired 2008

CONTACT INFORMATION:

WORK	(780) 523-4531
FAX	(780) 523-5050
WEBSITE	www.hpe.hpsd.ca

PO BOX 1200
5701 - 48TH STREET
HIGH PRAIRIE, AB
T0G 1E0

High Prairie Elementary School is located in the town of High Prairie in northern Alberta within Big Lakes County. It is located at the junction of Highway 2 and Highway 749, approximately 371 kilometres northwest of Edmonton and 118 kilometres west of Slave Lake.

The elementary school offers programming for students from ECS through to Grade 6 with a total student population of over 330. The school supports a broad range of opportunities for students including leadership and alternative French language programs as well as art courses and it is operated by staff with passion for teaching.

JOUSSARD SCHOOL

Principal

Heather Caudron
hcaudron@hpsd.ca
Hired 1980

STATISTICS:

YEAR BUILT	2016
GRADES	K - 6
LOCATION	JOUSSARD
STUDENTS	140
TEACHERS	9.00
SUPPORT STAFF	10.00
AVERAGE CLASS SIZE	17.4

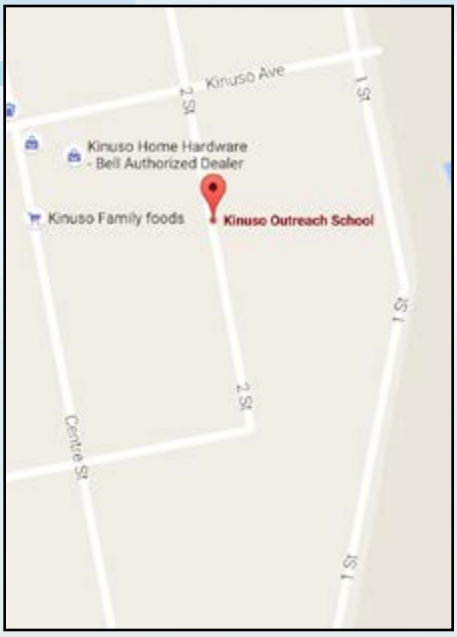
CONTACT INFORMATION:

WORK	(780) 776-3753
FAX	(780) 776-3777
WEBSITE	www.jou.hpsd.ca

PO BOX 60
12 LAKEVIEW DRIVE
JOUSSARD, AB
T0G 1J0

Joussard School is located in the hamlet of Joussard in northern Alberta within Big Lakes County, located 2 kilometres north of Highway 2, approximately 338 kilometres north of Edmonton. The school, which is located in close proximity to the shoreline of picturesque Lesser Slave Lake, prides itself on being a close-knit elementary school serving students from ECS to Grade 6. The school has been replaced by a new facility which offers an up-to-date learning centre in keeping with the school's 1:1 technology program for the 140 students. Staff and students moved into the new facility in December 2015.

KINUSO OUTREACH SCHOOL



Principal

Moses Garaba
mgaraba@hpsd.ca
Hired 2015

STATISTICS:

YEAR BUILT	N/A
GRADES	7 - 12
LOCATION	KINUSO
STUDENTS	20
TEACHERS	1.00
SUPPORT STAFF	1.00
AVERAGE CLASS SIZE	N/A

CONTACT INFORMATION:

WORK	(780) 775-3533
FAX	(780) 775-3541
WEBSITE	www.pvo.hpsd.ca

PO BOX 428
211 - 2ND STREET
KINUSO, AB
T0G 1K0

Kinuso Outreach School is nestled in the Hamlet of Kinuso and is located 48 kilometres west of Slave Lake on the southern shores of Lesser Slave Lake. The region is home to a varied and diverse population with rich cultures and backgrounds.

The school, which has a student population base of 20 from Grade 7 to12, is located just south of the lake. The school is operated by qualified and dedicated staff who provide quality education in a safe and caring environment.

KINUSO SCHOOL

Principal

Leon Tkachyk
ltkachyk@hpsd.ca
Hired 2016

STATISTICS:

YEAR BUILT	1957
GRADES	K - 12
LOCATION	KINUSO
STUDENTS	301
TEACHERS	20.12
SUPPORT STAFF	17.00
AVERAGE CLASS SIZE	18.7

Vice Principal

Brita Goldie
bgoldie@hpsd.ca
Hired 2013

CONTACT INFORMATION:

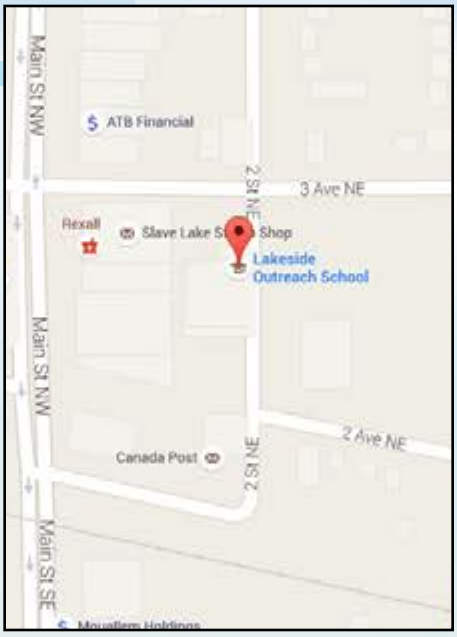
WORK	(780) 775-3694
FAX	(780) 775-3650
WEBSITE	www.kin.hpsd.ca

PO BOX 180
500 KINUSO AVENUE
KINUSO, AB
T0G 1J0

Kinuso School is nestled in the Hamlet of Kinuso and is located 48 kilometres west of Slave Lake on the southern shores of Lesser Slave Lake. The region is home to a varied and diverse population with rich cultures and backgrounds. In addition to the pioneers who settled in the region, there are vibrant Aboriginal, Métis, and Francophone communities spread throughout the Division's boundaries.

The school, which has a student population base of approximately 300 from kindergarten to Grade 12, is located just south of the lake. The recently remodeled school is operated by a group of qualified and dedicated staff who provide quality education in a safe and caring environment. The school offers diverse programming in the arts, education, and extracurricular activities. National archery championships, poetry competitions, Cree and French language programs, and dual credit courses highlight just a few of the successes that have been achieved by the students and staff at Kinuso School.

LAKESIDE OUTREACH SCHOOL



Principal

Moses Garaba
mgaraba@hpsd.ca
Hired 2015

STATISTICS:

YEAR BUILT	N/A
GRADES	7 - 12
LOCATION	SLAVE LAKE
STUDENTS	53
TEACHERS	3.0
SUPPORT STAFF	1.0
AVERAGE CLASS SIZE	N/A

Lakeside Outreach is located in the town Slave Lake in northern Alberta, in the Municipal District of Lesser Slave River. It is located 257 kilometres north of Edmonton on the southeast shore of Lesser Slave Lake at the junction of Highway 2 and Highway 88.

CONTACT INFORMATION:

WORK	(780) 849-2992
FAX	(780) 849-2001
WEBSITE	www.lso.hpsd.ca

PO BOX 127
117 - 3RD AVENUE NE
SLAVE LAKE, AB
T0G 2A0

The school offers an alternative learning environment with programming which is individualized, flexible and offered within a small, personalized setting. The school, which has a student population base of approximately 50 from Grade 7 to Grade 12, is located in the heart of Slave Lake with a team of dedicated staff providing quality education to the diverse and unique learners.

PRAIRIE RIVER JUNIOR HIGH SCHOOL

Principal

Jocelyn Heyde
jheyde@hpsd.ca
Hired 2005

STATISTICS:

YEAR BUILT	1982
GRADES	7 - 9
LOCATION	HIGH PRAIRIE
STUDENTS	199
TEACHERS	12.00
SUPPORT STAFF	10.88
AVERAGE CLASS SIZE	23.4

Vice Principal

Nicole Russett
nrussett@hpsd.ca
Hired 2005

CONTACT INFORMATION:

WORK	(780) 523-4418
FAX	(780) 523-3555
WEBSITE	www.prs.hpsd.ca

PO BOX 940
5006 - 56TH AVENUE
HIGH PRAIRIE, AB
T0G 1E0

Prairie River Junior High School is located in the town of High Prairie within Big Lakes County. High Prairie is located at the junction of Highway 2 and Highway 749, approximately 371 kilometres northwest of Edmonton and 118 kilometres west of Slave Lake.

In addition to academic programming, PRJHS boasts an exceptionally strong student athletics program including basketball, golf, volleyball, track and field, badminton cross country running and archery. They continue to maintain a tradition of excellence for student achievement at various levels of competition.

The school further offers a full arts program including fine arts, performing arts, and industrial arts as well as a variety of option courses.

PRAIRIE VIEW OUTREACH SCHOOL

Principal

Moses Garaba
mgaraba@hpsd.ca
Hired 2015

STATISTICS:

YEAR BUILT	N/A
GRADES	7 - 12
LOCATION	HIGH PRAIRIE
STUDENTS	33
TEACHERS	2.00
SUPPORT STAFF	2.00
AVERAGE CLASS SIZE	N/A

CONTACT INFORMATION:

WORK	(780) 523-4200
FAX	(780) 523-4262
WEBSITE	www.pvo.hpsd.ca

PO BOX 1447
4601 - 58TH AVENUE
HIGH PRAIRIE, AB
T0G 1E0

Prairie View Outreach is located in the town of High Prairie in northern Alberta within Big Lakes County. It is located at the junction of Highway 2 and Highway 749, approximately 371 kilometres northwest of Edmonton and 118 kilometres west of Slave Lake.

Our school offers an alternative learning environment to a student population of approximately 30 students in Grades 7 to 12. Programming is individualized, flexible, and offered within a small, personal setting. The community offers a wide variety of amenities and our school takes advantage of the access we have to those amenities including an indoor pool, curling rink, and skating rink. This is in addition to facilities located in other schools operated by High Prairie School Division.

ROLAND MICHENER SECONDARY SCHOOL

Principal

Lisa Palko
lpalko@hpsd.ca
Hired 1993

Vice Principal

Linnea Jones
ljones@hpsd.ca
Hired 2010

Vice Principal

Matthew Carter
mcarter@hpsd.ca
Hired 2016

STATISTICS:

YEAR BUILT	1971
GRADES	7 - 12
LOCATION	SLAVE LAKE
STUDENTS	508
TEACHERS	28.89
SUPPORT STAFF	16.00
AVERAGE CLASS SIZE	21.3

CONTACT INFORMATION:

WORK	SENIOR (780) 849-3064, JUNIOR (780) 849-5300
FAX	SENIOR (780) 849-2032, JUNIOR (780) 849-1959
WEBSITE	www.rms.hpsd.ca

106 - 7TH STREET SE
SLAVE LAKE, AB
T0G 2A3

Roland Michener Secondary School is located in the town Slave Lake in northern Alberta, in the Municipal District of Lesser Slave River. It is located 257 kilometres north of Edmonton on the southeast shore of Lesser Slave Lake at the junction of Highway 2 and Highway 88.

Roland Michener Secondary School offers full academic and special education programs in an effort to foster hope and to inspire success among our 500 students in Grades 7 to 12. A wide range of CTS options are also available for students to take, including Art, Drama, and Instrumental Music.